

A Course of Study

IN

ENGLISH

FOR PUPILS OF THE JUNIOR HIGH SCHOOL

BY

FLOY ELLIOTT

Principal of the High School, Fairbault, Oklahoma.

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AND

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Superintendent of City Schools, Okmulgee, Oklahoma.

PUBLISHED

BY

STATE DEPARTMENT OF EDUCATION

AND

OKLAHOMA EDUCATIONAL ASSOCIATION

OKLAHOMA CITY, OKLAHOMA

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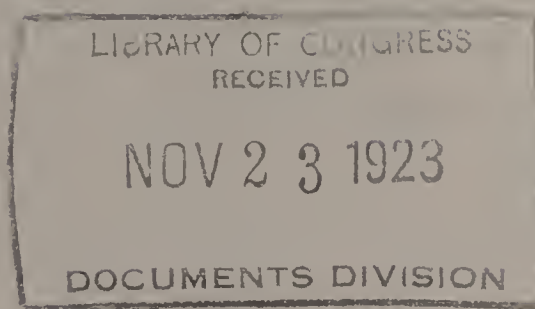
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FOREWARD

This work is the outgrowth of the Committee on Course of Study, appointed February, 1921, by the Superintendent's section of the Oklahoma Educational Association. Through the kindness of the State Department of Education, through State Superintendent R. H. Wilson, and High School Inspectors Howell, Russell and Tourtellotte, money has been made available for the publication of this part of the committee's report. The directors of the Oklahoma Educational Association also offered to use part of their funds to cover the expense of publishing other portions of the same report. The authors, although realizing the many imperfections of this initial pamphlet, have hoped that it might be a stepping stone toward the preparation of a more carefully edited and prepared set of bulletins. The Junior High School has come into its own, and we are happy to do our small part in making Oklahoma's contribution one of the first in the middle west from a state-wide standpoint.

The committee is much indebted to others besides the authors, valuable help having been received from the members of the English Departments of both Drumright and Okmulgee, Oklahoma, High Schools, and from several English teachers over the state. The greatest indirect obligation is to Dr. Thomas H. Briggs of Teachers College, Columbia University, New York, and to Dr. R. L. Lyman of Chicago University. Grateful acknowledgment is hereby made to all those whose help has made this report possible. We sincerely trust that the entire report will be followed up within the next two years with another in which the imperfections of this attempt have been erased.

H. B. BRUNER,
Superintendent of City Schools, Okmulgee, Okla.,
Chairman of Committee.

J. N. HAMILTON,
Superintendent of Schools, Ponca City, Okla.

INTRODUCTION

In preparing a course of study for children of grades seven, eight, and nine, it must be borne in mind that they are at this period fixing various habits of speech. In order to properly mould these it is necessary that they have certain drills and exercises in grammar and understand its fundamental principles. It is likewise necessary that they have practice in composition work that they may come to express their thoughts interestingly and logically. Spelling will follow in close connection.

But most interesting to them and consequently most important, is the reading of a large amount of the literature which is their rightful heritage. These readings should be organized on the character development idea with selections grouped about definite ideals. The children should be allowed to consume the folk-stories, old ballads, early adventure stories, myths and legends of Greek and Roman literature as they desire, reading more for pleasure with only slight attention given to form, construction and to criticism. They can be led to feel the one main idea of the story which will be of greater benefit than the detailed explanation of sentence construction and word analysis. Reading of this type should create in the child a real enjoyment in and desire for the best literature.

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*“It is better to inspire the heart
with a noble sentiment than to
teach the mind a truth of science.”*

A Course of Study in English

ATTAINMENTS AT END OF SIXTH GRADE

AT THE END OF THE SIXTH GRADE PUPILS SHOULD BE ABLE:

1. To express clearly and consecutively, either in speech or in writing, ideas which are familiar and firmly grasped.
2. To avoid both in speech and writing gross grammatical errors.
3. To compose and mail a good business letter; an interesting friendly letter.
4. To spell their own written vocabulary.
5. To read silently and after one reading to reproduce the substance of a simple short story, news item or lesson.
6. To read aloud readily and intelligently simple news items, lessons from textbooks, or literature of such difficulty as the Ride of Paul Revere or Dickens' Christmas Carol.
7. To quote accurately and understandingly several short poems, such as Bennett's The Flag Goes By, and Emerson's The Mountain and the Squirrel.
8. To report clearly and accurately definite observations made in nature study, geography, manual training, domestic science, etc.

SUGGESTED TESTS

The following tests are suggested for determining whether or not the pupil is up to standard in the different fields of English:

Reading.

Thorndike-McCall. (7-12) Scale Alpha II—Understanding of sentences. (Bureau of Publications, Teachers College, Columbia University, N. Y. C.)
Monroe's Standardized Silent Reading Test—(Public School Publishing Company, Bloomington, Ill.)
Thorndike's Understanding of Sentences, Alpha 2—(Bureau of Publications, Teachers College, N. Y. C.)

Composition.

Hillegas Scale—(Bureau of Publications, Teachers College, N. Y. C.)
Nassau County Supplement of Hillegas Scale—(Bureau of Publications, Teachers College, N. Y. C.)
Willing Scale—(Public School Publishing Company, Bloomington, Ill.)
Hudelson English Composition Scale—(World Book Company).
Harvard-Newton Scale—(Harvard University Press, Cambridge, Mass.).

Spelling.

Ayres Spelling Scale—Buckingham Revision—(Public School Publishing Company).
Ashbaugh Spelling Scale or Iowa Spelling Scale—(Bulletin No. 54, U. of Iowa, Iowa City, Iowa).

Vocabulary.

Thorndike—Word Knowledge—(Bureau of Publications, Teachers College, Columbia University, N. Y. C.).
Witham's English Vocabulary Test—(J. L. Hammett Company, Cambridge, Mass.).

Language and Grammar Tests.

Charters' Diagnostic Language and Grammar Tests—(Public School Publishing Company, Bloomington, Ill.).

Trabue's Completion Test Language Scales—(Bureau of Publications, Teachers College, Columbia University, N. Y. C.).

Starch's Punctuation Scale—(University Cooperative Co., Madison, Wis.).

GENERAL DEVICES AND SUGGESTED DRILLS FOR BRINGING PUPILS UP TO STANDARD

I. Spelling.

- a. Study word families.
- b. Study words misspelled because mispronounced.
- c. Dictate sentences containing words rather than giving words alone.
- d. Group similar words.
- e. Teach a few rules.
- f. Keep list of mistakes of each child.
- g. Place the spelling lesson on the board. Allow one pupil to go to the board, pronounce the word, erase it, rewrite it, make a sentence with it. Continue this until the lesson has been covered.

II. Word Study

- a. List new words and expressions on bulletin board.
- b. Write a simple story on board and have pupils make it more interesting by using more expressive verbs, adjectives or nouns.
- c. Words study bee—in which children give out the word and call for definition.
- d. On bulletin board put objectionable expressions followed by improved expressions.
- e. Place on board a series of sentences with blanks indicating particular thing. "The man—down the hill." (Ask for verb indicating speed, mishap, joy, fear, weariness, age, youth, leisure).
- f. Alphabet game—Describe "girl" having an adjective beginning with each letter of the word "girl."

III. Oral English.

- a. Oral newspaper:
 1. Row I—World news.
 2. Row II—Social.
 3. Row III—Editorials, etc.
- b. Hall of Fame in High School. Find out about local characters and elect them.
- c. Conversation:
 1. Certain pupils go through social forms in front of rooms: Introductions, etc., and ten minutes of conversation.
 2. Have pupils be characters in books and in few minutes conversation give something characteristic of that character.
- d. Baseball game. Batter has to answer any question pitcher puts and if so takes the base, etc.

IV. Written English.

- a. Write on the board a paragraph without capitals and punctuation to be supplied by the class.
- b. Have pupils make some simple thing, i. e. paper flag, and write out directions to another and see whether he can make it. Give directions to another and see whether he can make it. Flags compared and mistakes checked to see which is at fault.
- c. Bulletin Board:
 1. Write bits of humor.
 2. Write items of world news.
 3. Items of art.
 4. Inventions.
 5. Editorials on school improvement.
 6. School news, etc.

- d. Have pupils see pictures in poems or real scenes they have seen or a picture shown the class. Then write their impressions of it.
- e. Dictation:
 1. First have pupils copy correctly a short paragraph either from a book or from the blackboard.
 2. Dictate the same paragraph.
 3. Work out a cooperative paragraph on the blackboard. Erase the first draft and have class copy correctly revised version.
 4. Dictate sentences to help pupil to learn to spell, punctuate, and capitalize. Papers to be corrected immediately by class.
- f. Telephone conversation. To teach pupils punctuation and direct discourse.
- g. Use master pieces of art as inspiration for written work.

GUIDING PRINCIPLES OF THE SEVENTH, EIGHTH AND NINTH GRADES

1. Direct guidance in the developing of habits of good study.
 - A. The qualities of a good reader are:
 1. He reads with definite purposes or problems.
 2. He grasps the author's point of view and central theme.
 3. He lays hold on the arrangement of ideas.
 4. He pauses occasionally for summarizing and reflecting.
 5. He constantly asks questions of the author.
 6. He continually supplements from his own mental stock.
 7. He values the worth of what he reads.
 8. He varies the rate of progress through the reading.
 9. He ties up his reading with problems of his own.
 10. He makes constant use of mechanical aids.
2. Wide content reading material which is planned to develop permanent interests in reading; drill for incompetents.
3. Oral reading; interpretative readings, such as, *Ivanhoe* and *Christmas Carol*.
4. Vital projects in both oral and written composition each week.
5. Language study reduced to a minimum; functional grammar only; drill exercises to have content value if possible; minimum essentials for each grade; drill periods and composition periods sharply distinguished from each other.
6. Class room procedure to consist of supervised study, socialized recitation, provision for individual differences through graded classes and project teaching.
7. Testing to emphasize thinking ability. The silent reading program as outlined by Dr. Lyman will be discussed at the meetings of the teachers in order that that material may form the basis for much of the reading work in whatever grade it is most needed.

MINIMAL REQUIREMENTS IN WRITTEN ENGLISH (Grade 7-12)

1. Place the title, correctly capitalize, in the center of the first line. Under-score no words and place no period at end.
 - A. Examples:
 1. The Worst Fire I Ever Saw
 2. My Favorite Pet
 3. The Little Red Hen
 4. The Story of the Pilgrims
2. Leave an inch margin on the left side of the page and a slight margin on the right so that there is neither the crowding of words nor needless spaces.
3. Indent the first word of each paragraph one inch from the margin.

4. Begin the body of the composition on the third line, leaving one line between the title and the body.
5. Begin the first word of each sentence with a capital letter. Begin names such as Okmulgee, John, and Mary with capitals. The pronoun I is always capitalized.
6. Place a period after each sentence which makes a simple statement, a question mark after a sentence which asks a question, and an exclamation point after a sentence which shows sudden or strong feeling.
 - A. Examples:
 1. We ran two miles to see the fire.
 2. Did you see that fire?
 3. Run quickly!
- ✓ 7. Do not fold the papers.
8. Write name, class, and date in the upper right hand corner on the back of the page. Place each on a separate line.
9. Insist that the words used in written work be spelled correctly.
10. Periods must follow abbreviations such as Mr., Mrs., and Okla.
11. The apostrophe to show the omission of a letter is a necessary part of the spelling of contracted words and should be learned with spelling.
12. Insist on the use of complete sentences. The "Sentence sense" must be developed from the beginning by the skillful plying of questions and later by the development of the phrase and clause ideas in their functional rather than their technical uses.
13. Insist that each sentence in the paragraph contribute to the whole and bear a definite relation to the whole. A careful limiting of the subject and a careful wording of the title will do much to accomplish the development of this "paragraph sense."
14. Accept no paper that is not neatly and carefully written.

INTRODUCTION

The following outlines have been developed on the basis of two weeks of literature to one week of composition and grammar. The work of any week may be shifted or supplemented to meet the needs of the class. Additional composition work may be assigned in connection with the reading. Spelling is not listed, but these should be a five or ten minute spelling drill *every day*, followed by review lessons at regular intervals.

ENGLISH FOR SEVENTH GRADE STUDENTS

Preparatory Class

SEVENTH GRADE

First Quarter

FIRST AND SECOND WEEKS

Reading—Short Stories:

1. "Locksley the Archer" (Supplement other Robin Hood stories).
(See outline 1, p. 6.)
2. "Rip Van Winkle" (dramatize) Holt-Curry (See outline 1, p. 2).
3. "An Apple Story."

Poems:

1. "The Vagabond Song" (autumn).
2. "The Rose and the Gardner" (See outline 1, p. 1, Sec II).

Stories:

1. "The Buffalo"—Parkman.
2. "Muti Guj" Mutineer—Kipling Elson-Keck.
3. "The Elephants that Struck"—Baker.

THIRD WEEK

Grammar and Composition.

Sentences—stress complete; declarative, imperative, exclamatory and interrogative. (See outline II, p. 2.)

Capitalization and end punctuation.

Subject and predicate—simple and complete.

A paragraph on How To Do Something.

FOURTH WEEK

Reading—Introduce Ballads. Read to class:

1. "The Highwayman"—Elson-Keck, Bk. 1.
2. "Lochinvar."
3. "Sir Patrick Spens."
4. "John Gelpiu's Ride."
5. "How They Brought the Good News."
6. "Paul Rever's Ride."
7. "An Incident in a French Camp."
8. "Fleurette"—Service.
9. "Grand Pere"—Service.
10. "The Cysterman."
11. "The Skeleton in Armor."
12. "Lord Ullin's Daughter."

Have children find ballads and read to class, or try to write some story in ballad form.

Memorize: W. R. Sill's "Opportunity." (See outline I, p. 2, Sec. IV.)

FIFTH WEEK

Prose—Chivalry.

King Arthur Stories, pp. 91-165 in Elson-Keck, Bk. I, are splendid material for silent reading and oral discussion.

SIXTH WEEK

Book Reports (oral or written). (See outline I, p. 1.)

Intensive drill on recognizing parts of speech, especially nouns, pronouns, adjectives and adverbs.

Direct object and predicate words (copula). Emphasize fact that "is" cannot take an object.

Use game for this drill—One child leaves room, another touches some one. First child, "Is it he?" Second, "No, it is not he?" "Is it she?" etc. Second leaves room and child touched takes his place.

SEVENTH AND EIGHTH WEEKS

Read—Selections on Early American Spirit of Freedom—Elson-Keck, I.

"Grandfather's Chair"—Hawthorne.

"The Gray Champion"—Hawthorne.

"Liberty or Death"—Patrick Henry.

"George Washington to His Wife," and others.

Achievements:

"The Overland Mail"—Kipling.

"The Champion Stone Cutter"—Miller, Holton-Curry.

"Goodwin Sans"—Holton-Curry.

NINTH WEEK

Write letters to friends who are absent. Combine best of all and mail. Work with phrases, distinguishing adjective and adverb.

Correct "Between you and I," "If it had not been for John and I," etc.

Second Quarter

FIRST AND SECOND WEEKS

Literature—expression love of freedom.

Selections on Scotland's Struggle for Independence—Elson-Keck, I.

"Tales of a Grandfather"—Scott.

Selections from Marmion—Scott.

"Bruce's Address at Bannockburn"—Robert Burns.

England and Freedom—Elson-Keck, I.

"The Last Fight of Revenge"—Sir Walter Raleigh.

"England and American, Natural Allies"—John Richard Green.

"England to Free Man"—Galsworthy.

"Men Who March Away"—Thomas Hardy.

Thanksgiving Stories—Early American Life—Elson-Keck.

Armistice Literature.

Memory Work.

(See outline I, p. 2.)

THIRD WEEK

Grammar and Composition.

1. Predicate words.
2. Objects.
3. Nouns: Common, proper; number; case.
4. Outlining used in outlining a story.

FOURTH AND FIFTH WEEKS

Literature.

Selections from voices of freedom—Holton-Curry.

"Spartans to the Gladiators"—Kellog.

"Speech of Vindication."—Emmett.

"Scenes from William Tell"—Knowles, and others.

Christmas literature.

"A Christmas Carol," and others.

Dramatization.

Memory Work.

Book reports, using outline.

(See outline I.)

SIXTH WEEK

Composition and Grammar.

1. Sentences classified according to structure and to use.

(See outline II.)

2. Christmas Project.

(See outline X.) (Projects.)

Gift Book—"My Favorite Stories," Oral Composition—Plans—Written Composition—Compiling Books.

SEVENTH AND EIGHTH WEEKS

Literature.

Selections on Winter, Elson-Keck.

"The Great Blizzard"—Hamlin Garland.

"The Frost"—Hannah F. Gould.

"The Frost Spirit"—Whittier.

"The Snow Storm"—Emerson.

"Blow, Blow, Thou Winter Wind"—Shakespeare.

Stories.

"A Descent into the Mealtstrom"—Poe.

"The Wreck of the Golden Mary"—Dickens.

Supplement with others.

"As You Like It"—Chas. and Mary Lamb.

Dramatize.

Memory Work.

NINTH WEEK

Grammar and Composition.

1. Pronouns—Personal. Nominative and objective case forms. Agreement with antecedent.
2. Dialogues, based on "As You Like It."
3. Letters to parents inviting them to visit school.

Third Quarter

FIRST AND SECOND WEEKS

Literature.

"Theseus"—Holton-Curry—with other hero stories, as "Roland,"

"The ———," "Beowulf."

Lives of great men.

From "The Autobiography"—Franklin.

"A Successful Scholar"—Max Muller.

Composition work in connection with a study of other great men.

Study of Lincoln.

"O! Captain, My Captain!"—Whitman.

"Abraham Lincoln"—Stoddard.

THIRD WEEK

Composition and Grammar.

1. Pronouns, relative.
2. Review of clauses and phrases in connection.
3. Written composition—How to Make Something.
4. Oral Composition—How to get a library book.
(See outline on Use of Books.)

FOURTH AND FIFTH WEEKS

Literature.

Stories on American Workers—Elson-Keck, Book I.

"Makers of the Flag"—Franklin K. Lane.

"I Hear America Singing"—Whitman.

"Pioneers! Oh, Pioneers!"—Whitman.

- "Ship-Builders"—Whittier.
 (See Outline I, p. 1.)
 Love of Country—Elson-Keck, Bk. 1.
 "The Flower of Liberty"—Holmes.
 "The American Flag"—Henry W. Beecher.
 "The Flag Goes By"—Henry H. Bennet.
 "The Star Spangled Banner"—Francis Scott Key.
 "Citizenship"—William Pierce Frye.
 "In Flanders Field"—John D. McCrea.
 "America's Answer"—R. W. Lilliard.
 George Washington Literature.
 "The Twenty-second of February."—Wm. Cullen Bryant.
 "The Character of Washington."—Thomas Jefferson.
 (See outline I, p. 2.)

SIXTH WEEK

Composition and Grammar.

1. Pronouns—interrogative.
2. Review of pronouns.
3. Book reports.

SEVENTH AND EIGHTH WEEKS

Literature.

Stories:

- "Macbeth"—Lamb's Tales. Others may also be selected.
 Dramatization.
 "Featherstone's Room"—Hawker.
 "The Deserter from the Cause"—Gerald Massey.

Humorous American Literature:

- "The Celebrated Jumping Frog"—Mark Twain.
 "The Height of the Ridiculous"—Holmes.
 "The Gift of the Magi"—O. Henry.
 "The Renowned Wouter Van Twiller"—Irving.
 Dramatization.

(See outline I, p. 2.)

NINTH WEEK

Composition and Grammar.

1. Verbs, verb phrases, agreement of verb with its subject. (Drill especially on third present singular.)
2. Figures of speech: Personification, Simile.
3. Letterwriting—Business letters.
 (See outline II, p. 2.)

Fourth Quarter

FIRST AND SECOND WEEKS

Literature.

Nature Poems:

- "To the Fringed Gentian"—Wm. Cullen Bryant.
 "Violet, Sweet Violet"—Lowell.
 "To the Dandelion"—Lowell.
 "The Daffodils"—Wordsworth.
 "Chorus of Flowers"—Leigh Hunt.
 "Trees"—Joyce Kilmer.

Memory Work.

(See outline I, pp. 1, 2, 3.)

Picture Study.

- American Scenes and Legends—Elson-Keck, Bk. I.
 "My Visit to Niagara"—Hawthorne.
 "On a Florida River"—Lanier.
 "The Legend of Sleepy Hollow"—Irving.
 "The Great Stone Face"—Hawthorne.

THIRD WEEK

Composition and Grammar.

1. Verbs—six tenses of the indicative.
2. Compose nature verses.
3. Business letters ordering something.

FOURTH AND FIFTH WEEKS

Literature.

Bird Poems—Elson-Keck.

- “Robert of Lincoln”—Bryant.
- “The Maryland Yellow-Throat”—Van Dyke.
- “The Belfry Pigeon”—Willis.
- “The Sand Piper”—Thaxter.
- “The Thristle”—Tennyson.
- “To the Cuckoo”—Wordsworth.
- “The Bird’s Orchestra”—Thaxter.
- “To a Water Fowl”—Bryant. Memorize.

Get bird pictures for bulletin board, or have children make an illustrated collection of bird poems.

Read “A Man Without a Country” to the class.

SIXTH WEEK

Composition and Grammar.

1. Punctuation—All simple uses of punctuation marks.
2. Talks—Socialized recitation.
3. Book Reports.
(See outline I, p. 4.)

SEVENTH AND EIGHTH WEEKS

Literature.

Selections from “Fools and Wisdom”—Holton-Curry.
(See outline on classified readings.)

“The Tempest”—Lamb.
Dramatization.

NINTH WEEK

Composition and Grammar.

1. General review of grammar covered during the year.
2. Dialogues based on “The Tempest.”

Note: This work should be supplemented by such suggestions from outline II as: Spelling, II; Technicalities in writing, III; Use of the dictionary, VIII; Use of books, IX; and Note book work, X. This work may be adapted to the needs of individual classes.

ENGLISH FOR EIGHTH GRADE STUDENTS

Sub-Freshman Class

EIGHTH GRADE ENGLISH

First Quarter

FIRST AND SECOND WEEKS

Literature.

The purpose is to arouse in the pupil a realization of his responsibilities as a citizen.

(See outline I, Seasonable Reading.)

Read such poems as:

"Pioneers! O, Pioneers"—Whitman.

"Builders of the Ship"—Longfellow.

"Excelsior"—Longfellow.

Poems for Labor Day Celebration:

"The Builders"—Longfellow.

"The Sons of Martha"—Kipling.

"Child Labor"—Van Dyke.

(See outline I, p. 2.)

Memory Work.

Picture Study.

Dramatization.

(See outline I, p. 2.)

THIRD WEEK

Grammar and Composition.

Composition.

Letter writing—principles of.

Compositions on "Safety First."

Grammar.

Ability to recognize simple, complex and compound sentences.

Essential elements of compound and complex sentences.

Coordinating and subordinating conjunctions.

Elliptical sentences.

(See outline III, p. 2.)

FOURTH AND FIFTH WEEKS

Literature.

Read:

"The Legend of Sleepy Hollow"—Irving.

"The Legend of the Two Discreet Statues"—Irving.

"Alice Brand"—Scott.

(See outline I, p. 2.)

Dramatization.

Columbus Day Literature:

"Columbus"—Miller.

"America for Me"—Van Dyke.

"Opportunity"—E. R. Sills.

(See outline I, p. 2.)

Memory Work.

SIXTH WEEK

Grammar and Composition.

Composition:

Story Telling.

Paragraph Study.

(See outline III.)

Grammar:

Ability to discover phrases and clauses with the sentence.

Ability to detect difference between phrase and clause.

Classification of phrases and clauses:

Adjectival.

Adverbial.

Prepositional.

Noun.

SEVENTH AND EIGHTH WEEKS

Literature.

Read American Legends:

"Rip Van Winkle"—Irving.

"Evangeline"—Longfellow.

"The Great Carbunkle"—Hawthorne.

Read stories of pioneer life:

"The Last of the Mohicans" (Selections)—Cooper.

"Snow Bound"—Whittier.

NINTH WEEK

Grammar and Composition.

Composition:

Written and oral explanation of things seen, heard, done.

Book reports.

(See outline I, pp. 3 and 4.)

Grammar:

Nouns:

Kinds—common, proper, abstract, collective.

Number—in relation to verb or pronoun in sentence.

Gender.

Pronouns:

Classification—personal, interrogative, relative, reflexive, intensive.

Sentence drill for correct use of the above kind of pronouns.

(Outline III, p. 2.)

(Second Quarter)

FIRST AND SECOND WEEKS

Literature.

Read Armistice Literature.

"American's Creed."

(See outline I, p. 2.)

"In Flander's Fields"—Fees.

"The Fatherland"—Lowell.

"The Shepherd of King Admetus"—Lowell.

Group of Poems:

"Spirit of Freedom"—Elson-Keck, Bk. II.

"Courtship of Miles Standish"—Longfellow.

(Outline III, p. 1.)

Dialogue.

Memory Work.

Read Thanksgiving literature.

Study appropriate pictures.

Library Day Celebration.

Use outline on "How to Use Books."

(Outline VII.)

Dramatization of such books as:

"Little Women"

"Robin Hood."

(See outline I, p. 2, and outline A, General Devices IV.)

THIRD WEEK

Grammar and Composition.

Composition:

Begin Christmas Gift Book problem described in outline on projects.

(See Outline X, p. 1.)

Grammar:

Agreement of pronoun with antecedent. Use many sentences, requiring pupils to fill in blanks with correct pronouns:

Everyone has prepared (his) lesson.

All have prepared (their) lessons.

Declension of various kinds of pronouns in the three genders.

Proper uses of the various case forms.

FOURTH AND FIFTH WEEKS

Literature.

Animal stories—Elson-Keck, Bk. II.

Ballad Study:

Narrative in verse—Elson-Keck, Bk. II.

Christmas Literature:

"A Christmas Carol"—Dickens.

"The Other Wise Man"—Van Dyke.

"Christmas Bells"—Longfellow.

"The Three Kings"—Longfellow.

(See Outline A, Div. IV., General Devices.)

Study Christmas Pictures.

Dramatization.

SIXTH WEEK

Composition:

Work for Christmas Gift Book (Continued).

Grammar:

Pronouns:

Case—Use many sentences and various devices for the correction of such errors as:

"It was me."

"He hurt hisself."

"Who did you see?"

"He took John and I."

SEVENTH AND EIGHTH WEEKS

Literature.

Read:

"The Chambered Nautilus"—Holmes.

"The New Year"—Whittier.

"If"—Kipling.

"The Vision of Sir Launfal"—Lowell.

"Rhoecus"—Lowell.

(Outline I, p. 2.)

Memory Work.

Read:

"Canterbury Tales"—Selected. Study life of the times in connection with "Canterbury Tales."

NINTH WEEK

Grammar and Composition.

Composition:

Study outlining.

Book reports—using outline.

Grammar:

Adjectives—kinds, uses, comparison.

Adverbs—uses, comparison, conjunctive, adverb distinguished from relative pronoun.

Uses of adjectives and adverbs distinguished to correct such errors as "He reads good."

(See Outline III, p. 2.)

Rapid general review of all principles of grammar studied during first semester.

Third Quarter

FIRST AND SECOND WEEKS

Literature.

Read selections on serving—Elson-Keck.

"You Are the Hope of the World."

"The Man Without a Country."

Read selections on Lincoln—Elson-Keck.

"Letters to Mrs. Bixby."

"Abraham Lincoln Walks at Midnight."

"Gettysburg Address."

Quotations from Lincoln.

THIRD WEEK

Grammar and Composition.

Composition:

Letter writing: Social, business.

Short talks from outlines.

Grammar:

Transitive and intransitive verbs.

(See Outline III, p. 2.)

Active and passive voice.

Tense:

Conjugation in various tenses. Show how all tenses are based on principal parts.

Principal Parts:

Much drill on most common irregular verbs.

FOURTH AND FIFTH WEEKS

Literature.

Read:

"Enoch Arden"—Tennyson.

"The Lady of Shalott"—Tennyson.

"The King of the Golden River"—Ruskin.

Washington's Birthday Program:

"Freedom"—Lowell.

"The Concord Hymn"—Emerson.

"Farewell Address"—Washington.

Washington's Maxims.

Book Reports.

(See Outline I, p. 4, and Outline A, General Devices III, e.)

SIXTH WEEK

Grammar and Composition.

Composition:

Exercises in variety of expression.

Word Study (See Outline III, General Devices II).

Rewrite descriptive selections.

Grammar:

Knowledge of principal parts of verbs applied to the correction of such errors as:

"Has the bell rang?"

"He come yesterday."

Agreement of subject and verb.

SEVENTH AND EIGHTH WEEKS

Literature.

- "Les Miserables" (selections)—Hugo.
(Excelsior Classics suggested.)
- Selections on Flowers and Trees—Elson-Keck, Bk. II.
- Animal Stories—Elson-Keck, Bk. II.
 - "Coaly-Bay, The Outlaw Horse"—Seton.
 - "Satan, the War Dog"—Baynes.
 - "The Thundering Herd"—Hawkes.

NINTH WEEK

Grammar and Composition.

Composition:

- Subject: "My Funniest Experience at School."
- Game: Building sentences.

Grammar:

- Special verb forms.
- Infinitives—Ability to recognize, uses, avoidance of split infinitive.
- Participles—Recognition of various kinds, uses, avoidance of loose participial constructions.
- Mode—Subjunctive to express a wish or a contrary fact condition, as "If I were you——."
- Correct uses of "shall," "will," "ought."

Fourth Quarter

FIRST AND SECOND WEEKS

Literature.

- Selection on Spring—Elson-Keck.
 - "The Great Stone Face"—Hawthorne.
 - "The Gray Champion"—Hawthorne.
- Ballad Study:
 - "The Highwayman"—Noyes.
 - "Lochinvar"—Scott.
- Selections from "Narratives in Verse"—Elson-Keck.
- Modern Ballads.

THIRD WEEK

Grammar and Composition.

Composition:

- Write original ballads.
- Work on dialogue.
(See Outline A, General Devices, III.)

Grammar:

- Prepositions—Recognition, use.
(See Outline III, p. 2.)
- Conjunctions—Kinds to be noted in reference to securing strength in sentence structure.
- Relationship of words.

FOURTH AND FIFTH WEEKS

Literature.

Poems on Birds:

- "To a Waterfowl"—Bryant.
- "Tampa Robins."
- "To a Skylark"—Wordsworth.
- "Hark! Hark! The Lark!"—Shakespeare.
- "The Mocking Bird"—Audubon.

Humorous American Literature:

- "New England Weather"—Mark Twain.
- "The Ballad of the Oysterman"—Holmes.
- "The Ransom of the Red Chief"—O. Henry.
- Study of magazines appropriate for children.
(See Outline IX.)

"Youths Companion."
"American Boy"
"Story Tellers."
"National Geographic," etc.

SIXTH WEEK

Grammar and Composition.

Composition:

Study of description. Select best descriptive words for certain objects.

Write descriptive paragraphs.

(See Outline A, General Devices, IV, g.)

Game—Spinning yarns. Story started by one child and finished by others.

Grammar—Sentence Analysis:

Ability to recognize:

Subject of sentence.

Main verb.

Direct object of verb.

Indirect object.

Object of preposition.

Predicate noun or adjective.

Uses of phrases and clauses.

SEVENTH AND EIGHTH WEEKS

Literature.

Book Reports—In style of book review.

Read:

"American Workers and Their Work"—Elson-Keck, Bk. II.

"Stories of Electricity"—Excelsior Classics.

Nature Poems.

"Flower in the Crannied Wall"—Tennyson.

"The Rhodora"—Emerson.

"Pine Trees and the Sky; Evening"—Rupert Brooke.

"A Midsummer Night's Dream"—Shakespeare.

(See Outline I, p. 2.)

Dramatization.

NINTH WEEK

Grammar and Composition.

Composition:

Produce an original play—work done by committees.

Grammar:

General review of principles of grammar during the year, with stress upon the work in which the pupils seem weakest.

Note: This work should be supplemented by such suggestions from Outline III as: Spelling, IV; Note Book Work, V; Use of Dictionary, VI; Use of Books, VII, and Simple Parliamentary Procedure, VIII. These suggestions may be adapted to the needs of individual classes.

FRESHMAN ENGLISH

First Quarter

FIRST WEEK

1. Text—Halleck and Barbour Reader.
2. Purpose—To gain knowledge and appreciation of the short story.
(See Outline V, p. 1.)
3. Read in reader—"Zinobia's Infidelity," "Wee Willie Winkle," "The Chaparral Prince," "The Three Strangers," "The Ambitious Guest."
4. Supplementary reading to be done in class or as outside assignments—"Moti Guj"—Kipling; "The Necklace"—DeMaupassant, etc.

5. Teach something of the structure of the short story—plot, climax, main types of the short story.
(See Outline V for purposes in studying literature.)

SECOND WEEK

1. Text—Halleck and Barbour—Study of short story and simple narrative.
2. Read—"Adventure With a White Bear," "The Rescue of the Sheep," "Gulliver's First Dinner at Brobdingnag," "The Escape from the Tower," "How Mr. Rabbit was Too Sharp for Mr. Fox," and other selections from Joel Chandler Harris.

THIRD WEEK

1. Review of the sentence—Simple, complex and compound.
(See Outline VI, p. 1.)
2. Coordination and subordination.
3. Agreement of elements in a sentence.
4. Composition—Write simple narrative based on some incident in pupil's experience. Use short stories studied as models.
(See Outline VI, p. 2.)

FOURTH WEEK

1. Read "Merchant of Venice."
(See Outline V, Purposes and Class Reading.)
2. Memory Work.
(See Outline V, p. 2.)

FIFTH WEEK

1. Complete reading of "Merchant of Venice."
2. Study life of Shakespeare, theatres and players of his day, etc.
3. If the class is usually interested and works rapidly, the reading of another of the plays is suggested.

SIXTH WEEK

1. Grammar—Study errors most frequently made by the class, verb forms, confusion of present and past tenses, etc.
(See Outline A, General Devices.)
2. Composition—Study composition through the making of a Shakespeare book.
(See Outline X.)
3. Book Reports.
(See Outline V, p. 2, division IV.)

SEVENTH WEEK

1. Study the ballad—Ancient and modern and other narrative poetry.
2. Write original ballads.

EIGHTH WEEK

1. Study descriptive literature—"Three Sea Pictures" from "The Ancient Mariner," "A Day in June," "Three Pictures from Palace of Art"—Halleck and Barbour.
2. Let children bring for class study pictures which they consider unusually good.

NINTH WEEK

1. Study words—Emphasize the importance of a large vocabulary. Have pupils start note books in which they list two new words each day with definitions and sentences.
(See Outline A, General Devices, II.)

Second Quarter

FIRST WEEK

1. Special study of outside reading.
2. Purpose—To show the importance of wide reading, to teach the pupils to make intelligent and interesting book reports, to guide the pupils in their reading.
(See Outline V, p. 2.)
3. Study in class various standard authors. Teach children what types of literature they have written.

SECOND WEEK

1. Emphasize oral English.
2. Have children make oral book reports on books they have read. Teach them how to organize a speech and how to deliver it.
(See Outline VI, p. 2, and Outline A, General Devices, III.)
3. Have speeches on favorite authors.
(See Outline VI, p. 4, VI.)

THIRD WEEK

1. Special study of Thanksgiving.
(See Outline VI, p. 3, V.)
2. Study story of first Thanksgiving and such selections as: "Autumn Fires"—R. L. Stevenson, "Landing of the Pilgrims"—Hemans, "When the Frost is on the Pumpkin"—Riley.
3. Study special pictures—"Landing of the Pilgrims," "John Alden and Priscilla," etc.

FOURTH WEEK

1. Grammar—Special drill on pronouns; pronoun and antecedent, prepositions and pronouns, demonstrative adjective and personal pronoun.

FIFTH WEEK

1. Grammar—Drill on verbs with special attempt to correct confusion of present and past tenses, confusion of past tense and past participle.

SIXTH WEEK

1. Assign for home work the making of a Christmas book to be given to a friend, a community Christmas tree, or a children's hospital.
(See Outline X.)
2. Class work—Read and discuss Christmas stories. Suggested readings: "The Other Wise Man"—Van Dyke; "A Christmas Present for a Lady"—Kelley; "Christmas Carol"—Dickens.
(See Outline V.)

SEVENTH WEEK

1. Begin the reading of "The Odyssey."

EIGHTH WEEK

1. Complete the reading of "The Odyssey."
2. Study Homer and Old Greek legends connected with "The Odyssey."
(See Outline V, II.)

NINTH WEEK

1. Make class book on "The Odyssey and Related Arts."
(See Outline X, IV.)
2. This will include a study of all types of composition—business letters in order that pictures may be ordered for the book, narration, description, exposition, the correct copying of poetry, etc.

Third Quarter

FIRST WEEK

1. Begin the reading of "The Lady of the Lake."
(See Outline V, p. 1.)

SECOND WEEK

1. Complete reading and study of "The Lady of the Lake."
2. Make special study of Scott's life and discuss other books written by him. Have children who have read his novels make interesting oral reports.
3. Read selections from "Marmion."

THIRD WEEK

1. Grammar—Verb Drill. Make special effort to correct wrong tense forms, such as: "He clumb," "He dove," etc. Study such verbs as "Lay—lie, sit—set, learn—teach."
2. Composition—Oral. Let children tell of some interesting incident that has happened to them. Teach them to sustain suspense and work up to a climax.
3. Book Reports.
(See Outline I, p. 7.)

FOURTH WEEK

1. Make special study of patriotic poems and songs.
(See Outline VI, p. 3.)
2. Lincoln's "Gettysburg Address," Life of Lincoln.
3. Read "The Perfect Tribute."

FIFTH WEEK

1. Study life of Washington.
2. Introduce children to biography and autobiography. Read "John Ruskin" in Halleck and Barbour.
3. Study letters of great men and women, pp. 254-259 Halleck and Barbour.

SIXTH WEEK

1. Grammar:
 1. Make a special study of errors made by the individual class. Have each child make a list of his most recurrent errors. Make it his special problem for the remainder of the year to eradicate these errors.
2. Composition:
 1. Study the form of the friendly letter.
 2. Have the children write letters to their friends using the letters studied the weeks before as models.
(See Outline VI, p. 4, V.)
3. Emphasize interesting material as well as correct form.

SEVENTH WEEK

1. Read "The Crisis"—Churchill.
(See Outline V, p. 1.)

EIGHTH WEEK

1. In connection with the novel just read make a study of characterization.
(See Outline A, General Divices, III, e.)
2. Read "Rip Van Winkle" and "The Legend of Sleepy Hollow."
3. Have children bring to class examples of good characterization from standard classics or from current magazines.

NINTH WEEK

1. Grammar—Drill on adjectives and adverbs—Confusion of the two; confusion of comparatives and superlatives.

2. Composition—Write original characterizations using those studied the week before as models.
3. Book Reports.
(See Outline I, VII.)

Fourth Quarter

FIRST WEEK

1. Read nature poems; tree poems and a study of arbor day, its origin and purpose may be studied. The following tree poems are suggested: "To a Pine Tree"—Lowell; "Trees"—Joyce Kilmer; "Birclust"—Robert Forst.
2. Read in Halleck and Barbour "A Group of Nature Lyrics"—pp. 91-95.
3. Memory Work.
(See Outline V, p. 2.)

SECOND WEEK

1. Study second group of nature poems in Halleck and Barbour.
2. Memorize "The Daffodils"—Wordsworth, "My Hears Leaps Up"—Wordsworth, and other poems that children particularly like.
3. Read the group of bird poems.
4. Have children bring a bird poem written on theme paper and illustrated. These poems may be made into an attractive book.

THIRD WEEK

1. Grammar—Drill on conjunctions and prepositions. Teach the use of negatives.
2. Composition—Write original nature poems. The best ones may be added to the bird book made the week before.

FOURTH WEEK

1. Read Kipling's "Law of the Jungle."
2. Read selections from "Barrack Room Ballads."
3. Study the life of Kipling and the various types of literature he has produced.

FIFTH WEEK

1. Make a special study of the use of a library, encyclopedia, Reader's Guide, etc.
(See Outline VII.)

SIXTH WEEK

1. Composition—Write long expository themes on "My Chosen Occupation." Look up material, make outlines, write themes, revise and rewrite.
(See Outline VI, p. 2, III and p. 4, III.)
2. Book reports.

SEVENTH WEEK

1. Special program for Mother's Day.
2. Make brief study of standard magazines.
(See Outline IX.)

EIGHTH WEEK

1. Read "The Rime of the Ancient Mariner."
(See Outline V, p. 1.)
2. Review in this connection figures of speech and a few of the most simple verse forms.

NINTH WEEK

1. Review and clinch those points in grammar and composition which the teacher, from her year's work, feels are most needed by the class.
The Committee on Economy of Time has set the following standards of attainment for the end of the ninth grade:

1. Ability to tell effectively a personal experience or an accident from a story, to be judged by the character of the selections, choice of details, use of words, clearness of point of view, freedom from excessive use of "and," "so," "then," and climax.
2. Ability to outline a story according to the time order.
3. Ability to collect, sift and organize material for a simple oral or written theme on a limited topic.
4. Ability to write a paragraph on a limited subject—coherence, unity, variety.
5. Ability to give a digest of a good magazine article with the student's comprehensions.
6. To write a social and a business letter.
7. Accurate use of real, really, very; scared, afraid; lie, lay; sit, set; start, begin; may, can, allow; carry, bring, fetch; quite, very.

Note: This work should be supplemented by work suggested in outlines: V, Literature; VI, Composition and Grammar; and VIII, Newspapers. In addition there should be daily spelling drills and word study, using the following in material:

Outline A, General Devices, II.
Ayres Spelling Scale.
Iowa Spelling Scale.
Lists in Text Books.

This work may be adapted to the needs of the individual classes.

TEACHERS AID OUTLINE No: 1

Literature

SEVENTH AND EIGHTH GRADES

I. Silent Reading.

Purpose—To teach pupils to read rapidly and understandingly; to select from the printed page those thoughts which are most important; ultimately, to teach them to enjoy reading worth while literature in such a way that they will be benefitted by it.

There should be a portion of the period set aside three days out of every week for silent reading. In this way pupils should be able to read one book every six weeks. This is valuable in teaching even a very poor pupil to form the daily reading habit. He learns that he too can become an intelligent reader.

Certain days, for example on composition days, may be set aside for catching up on the silent reading of the week. Main portions of the story may be assigned to different pupils of which they present interesting and concise summaries.

See pages 4 and 5 of this outline.

Reference: "How to Read"—Kerfoot.

"Oral Composition"—Bolenius.

II. Oral Reading.

Aims:

1. To teach pupils to read sympathetically and understandingly; to phrase and group thoughts correctly.
2. As a result of the preceding aim the pupil should learn to present clearly, definitely, and in a pleasing manner his thoughts, feelings and pictures.
3. To teach individual pupils to enunciate and pronounce correctly; giving special drills on ng, ing, final d, t, and g; also on wh.

Reference: Jr. High School Eng Bk. 1—Briggs, McKinney & Skeffington.
Work on English—Bolenius.

Individual pupils should be allowed to bring stories in, in which they are interested and which would be of benefit to the class, and to read these stories to the class. Class criticism afterwards would prove beneficial.

The teacher should also read to the class, especially selections which require unusual skill. This is true of much of the poetry. Children fail to appreciate the beauty of it when forced to read it themselves; while the teacher may render a lasting service by reading it to them, thus creating a love for the best literature.

III. Dramatization.

Purpose:

1. To arouse a deep and abiding interest in literature by allowing the child to really act the story which he is reading.
2. To encourage naturalness in reading.
3. To teach pupils to observe opportunities for dramatization. Original dramatization.

Kinds:

Dramatization—pageantry.

A. Adapted:

1. Simple—spontaneous.
2. Definitely planned with larger audience than the class.

- B. Original.
- C. Suggested subjects (to be graded):
 1. Mother Goose.
 2. Cinderella.
 3. Hiawatha.
 4. King Arthur.
 5. Robin Hood.
 6. Blue Bird.
 7. Peter Pan.
 8. May Day Pageant.
 9. Community Pageant.
 10. Pilgrim.
 11. Rip Van Winkle.
 12. Pied Piper.
 13. William Tell.
 14. King of the Golden River.
 15. Aladdin.
 16. Sleeping Beauty.

The Richmond, Virginia, course of study says: "Dramatization should be used daily in connection with the various school subjects—Dramatic expression is perhaps the most effective means of overcoming timidity and diffidence in children."

IV. Memory Work:

Purpose:

1. To enrich speech.
2. To store the mind with those bits of literature which are most worth-while.
3. To establish that habit which will afford pleasure in later life.
4. To cultivate refined tastes in selecting memory material. At least one selection should be memorized each six weeks. In presenting a selection to be memorized the following steps are suggested:
 - a. Approach—Acquaint the child with the author and circumstances under which the selection was written, thus establishing a background.
 - b. Present the story as a whole.
 - c. Point out the logical succession of events, visualizing each.
 - d. Study and explain clearly difficult phrasing.
 - e. Establish connection between various pictures in the various stanzas or paragraphs by building thought bridges.

V. Library Reading.

Purposes:

1. To establish closer relations between the library and the schools.
2. Thus to bring the library closer to the homes.
3. To raise the standard of literary taste in the community.

Kinds:

1. Enjoyment;
 - a. Fiction.
 - b. Short story.
 - c. Narrative poems.
 - d. Current event magazines.
 - e. Scientific papers.
2. Supplementary:
 - a. Grouped according to topics and related to work in other subjects.
3. Character building ideas, e. g.:
 - a. The Great Stone Face.
 - b. The Man Without a Country.
 - c. Lays of Ancient Rome.

And the child should be led to look upon the library as a fairyland where he may meet many most agreeable playmates and companions.

He should be taught to use card indexes, reading lists, and reference books.

(See outline on use of books.)

And of equal importance is the teaching of the selection of proper magazines for children. They should learn to look forward with pleasurable anticipation to the arrival of such magazines as:

Youths Companion
American Boy.
Story Tellers.
Red Cross.
World's Work.
Sunday School papers.
St. Nicholas.
Current History.
National Geographic.
Country Gentleman.
Popular Mechanics.
Literary Digest.

VI. Selected Readings for Class Study:

Selections from "Les Miserables"—Excelsior Classics.

Stories of Electricity—Excelsior Classics.

A Canterbury Tale and Its Author—The School World.

Elson-Keck Readers.

Material according to topical index.

The Merchant of Venice.

A Midsummer Night's Dream.

Evangeline.

Wee Willie Winkie.

Kipling's Poems (selected).

Horatius at the Bridge.

A Message to Garcia—E. Hubbard.

The Meaning of the Declaration of Independence.

From Lyons & Carnahan—Eighth Grade.

America the Beautiful—Katherine L. Bates.

Myths of Northern Lands (selected)—Guerber.

American Book Co.

VII. Book Reports.

A. Oral:

1. Allow pupils on certain occasions to give orally brief summaries of the book they have read.
2. Have group book reports—all who have read one book take different parts, and make one report.
3. Have book sales. Allow pupils "to sell" the books they have read by becoming book agents. Take orders to test pupils' ability.

B. Written:

1. Reproduction by class of a magazine book review page—each pupil contributing one review.
2. Individual report, including a few facts about author's life, setting, important points in story quotation and criticism.
3. Recommendations for reading lists for pupils of other grades.

Silent Reading Objectives for Seventh Grade (R. L. Lyman):

First Month—Speeding up silent reading—economy:

1. Finding out how fast you read (conscious rate).
2. Attacking new words boldly (individual difficulties).
3. Trying to see several words at a time (grouping and phrasing larger span).
4. When to skim; when to go slowly (varying rates).

Second Month—Purpose in reading (purpose and problems, new and old; goals):

1. Bringing a problem to your reading.

2. Does the reading itself suggest a problem?
3. Reading carefully for your problem.
4. Finding new problems in your reading.

Third Month—Grasping the essential thought (unity and forward movement of thought):

1. Is the master-idea the title?
2. Finding clue sentences and sign-posts.
3. Is master-idea repeated in each paragraph?
4. The contribution of each paragraph to the master-idea.

Fourth Month—Getting a bird's-eye view of the reading (comprehending the reach):

1. Noting the plans of the writer.
2. Selecting the outstanding ideas.
3. Details building up each thought.
4. Stopping to recall the main facts.

Fifth Month—Helping the writer in your reading (reader's active preparation):

1. Two active minds in reading (reader's and author's).
2. Reading between the lines.
3. What is the writer's message for you, personally?
4. His message for other people.

Sixth Month—Tying up what we know with your reading (the meaning of assimilation):

1. Recalling similar experiences of your own.
2. Recalling different experiences.
3. Asking questions as you read.
4. Tying up one lesson with another.

Seventh Month—Selection in reading (personal preferences—evaluation):

1. Discovering personal likes.
2. Following the promptings of curiosity.
3. What determines the worth of a selection?
4. Passing by the unimportant.

Eighth Month—Judging values in our reading:

1. Upon whose standards may we rely?
2. Having our own opinions when we read.
3. Differences between knowing and guessing.
4. Being perfectly sure, fair, and honest.

Ninth Month—Making use of our reading (active utilization of results):

1. Being alert to solve problems.
2. Storing ideas away for use.
3. Putting information into action.
4. Various ways of using our reading.

SEVENTH B READING

Holton-Curry Groupings.

A. Short Stories:

1. Mending the Clock—Barrie.
2. Rip Van Winkle—Irring.
Good material for dramatization in this story.
3. Frozen Voices—Addison.

Supplementary or special readings:

- Kipling, Captains Courageous (Century).
- Brooks, Boy Emigrants (Scribners).
- Dodge, Land of Pluck.
- Burroughs, In the Catskills (Houghton Mifflin).
- Slocum, Around the World (Scribners).
- Kingsley, Westward Ho (Crowell).
- Roosevelt, Stories of the Great West (Century).
- Dana, Two Years Before the Mast (Houghton Mifflin).
- Baldwin, Discovery of the Old Northwest (Am. Booksellers' A.).

B. In Touch with Nature:

1. The Rose and the Gardner—Dobson.
2. The Solitary Reaper—Wordsworth.
3. A Vagabond Song—Bliss Carman.
4. The Rhodora—Emerson.
5. Thanatopsis—Bryant. (Mem. last nine lines.)
6. The Meeting of the Waters—Thomas Moore.
7. A Dream of the South Wind—Hayne.
8. The Snowstorm—Emerson.
9. If I Were Pan—Ivan Swift.

These nature poems may well be supplemented by Riley's *Knee Deep in June*, When the Green Gits Back in the Trees (Complete Works, Bob Merrill), Wordsworth's *The Daffodils* (Manly, English Poetry, Ginn), Shelley's *The Cloud* (Manly) and various other poems.

From *Prose Every Child Should Know* (Grosset and Dunlap) are five short sketches which can be typed, mimeographed, and given to the children for special study: *The Eagle*, John Burroughs; *A Southern Storm*, Geo. W. Cable; *The Blizzard*, Elizabeth B. Custer; *A Windstorm in the Forest of California*, John Muir; *My Alligator's Home*, Sidney Lanier.

With the *Windstorm* a victrola number of the *Storm* from *William Tell* could be used.

Further supplementary or special readings:

- London, *The Call of the Wild* (McClurg).
- London, *The Biography of a Grizzly* (McClurg).
- Burroughs, *Birds and Bees* (Houghton Mifflin).
- Ollivant, *Son of Battle* (A. L. Burt).
- Muir, *Stickeen* (Houghton Mifflin).
- Ouida, *A Dog of Flanders* (Flannigan. 25).
- Seton, *Wild Animals I have Known* (Scribners).
- Seton, *Lobo, Rag, and Vixen* (Scribners).

C. Doers and Not Talkers:

1. *Locksley the Archer*—Scott.
This might well follow the study of *Robin Hood Stories*.
2. *The Overland Mail*—Kipling.
This might introduce a brief study of American achievement, e. g., *How the Atlantic Cable Was Laid* (see *Everyday Classic*, Baker and Thorndyke, page 345, Macmillan).
3. *The Champion Stone Cutter*—Miller.
4. *Goodwin Sands*—Canton.

D. Lives of Great Men.

- From "*The Autobiography*"—Franklin.
- A Famous Campaign*—A. D. White.
- My First Geological Excursion*—Gerkie.
- A Successful Scholar*—Max Muller.

A study of the lives of such men as Henry Ford, Thomas Edison and Luther Burbank, may be given and this may lead the pupils to write their own biographies.

Supplementary or special readings:

- Gross, *A Life of Grant for Boys* (Crowell \$1.50).
- Lang, *Story of Joan of Arc* (Longman's \$3.50).
- Southey, *Life of Lord Nelson* (Scott, \$.40).
- Tappan, *American Hero Stories* (Houghton, \$.55).
- Bolton, *Girls Who Became Famous* (Crowell, \$1.50).
- Butterworth, *In the Boyhood of Lincoln* (Appleton, \$1.50).
- Cody, *Four Famous American Writers* (American Bookseller's Association, \$.50).

E. Theseus. (Following this hero story, the stories of Beowulf, Roland and the Cid should be given to the pupils.)

F. Voices of Freedom:

1. *Sparatacus to the Gladiators*—Kellogg.
2. *Speech of Vindication*—Emmett.

3. The Minute Man of the Revolution—Curtis.
4. The Fruits of Liberty—Macaulay.
5. Patriotism—Curtis.
6. The Alternative—Patrick Henry.
7. Scenes from "William Tell"—Knowles.
8. Liberty Bell—Swift.

These sketches of stirring scenes in the cause of freedom can be made the theme of a series of discussions of liberty and how it has been secured.

Supplementary of special readings:

Paul Revere's Ride (Boynton, American Poetry, Ginn, \$2.00).

The Defense of the Alamo, Joaquin Miller (Gaylay & Flaverty).

Poetry of the People (Ginn, \$.60).

A Man's A Man for A' That (Same).

How They Brought the Good News from Ghent to Aix, Browning (Newcomer & Andrews, Twelve Centuries, Scott, Foresman Co.).

Selected Readings:

1. Robin Hood Stories (Pyle, Scribners, \$.50).
If the pupils are already familiar with them, give the ballads based on that material.
2. A Christmas Carol.
Read a cutting to the class near Christmas time and have them dramatize the dinner at the Cratchitt's.
3. Old Pipes and the Dryad (Stockton, Fanciful Tales, Scribner, \$.50).
Makes a good dramatization project.
4. Treasure Island.
Read to the class, have them take notes as you read and rewrite the most interesting parts or dramatize or outline.
5. The Story of Siegfried (Heroes Every Child Should Know, Double day, \$1.50).
The Story of Roland (Same).
The Story of Cid (Same).
The Story of Beowulf (Legends Every Child Should Know, Noble, Grosset & Dunlap, \$.50).

Projects.

A study of the lives of men of today should be made, including such men as Henry Ford, Thomas Edison, and Luther Burbank. In connection with this work teach the use of the Reader's Guide and Who's Who. Let the pupils write their own biographies.

A social letter writing project should be worked out. Letters telling interesting events at school may be planned. Perhaps a correspondence could be arranged with some other schools in other states and experiences could be shared. Real needs for letters in class should be taken care of, e. g., the illness of a member of the class, death in the family of one of the pupils, some special honor requiring congratulations.

1. See Driggs, Live Language Lessons (Universal Publishing Co., \$.60), and Potter, Jeschke, and Gillet, Oral and Written English, Book Two (Ginn).
2. Henry Ford's Own History, Lane (Ellis & Jones).
3. Thomas A. Edison, Robert Wheeler (Macmillan).
4. Chadsey & Spain, 7th and 8th Grades (Century Co.).
5. Briggs, McKinney and Skeffington, Junior High School English, Book One (Ginn and Co.).

SEVENTH A READING

Holton-Curry Groupings.

A. Facing Life's Questions:

1. Peace, Our Policy—Calhoun.
2. The Battle of Blenheim—Southey.
3. What Is Good—O'Reilly.
4. A Last Will—Williston Fish.
5. Work—Van Dyke.
6. The Recessional—Kipling.
7. One Reputation—Shakespeare.

8. Truth—William George Jordan.
9. Wealth—Emerson.

B. Striking Types:

1. The Cowboy—John Antrobus.
Cowboy songs collected by Stephen Lomax contains interesting material for use at this point.
2. Metaphormosis—Lloyd Mifflin.
3. The Chambered Nautilus—Holmes.
4. A Noiseless Patient Spider—Whitman.
5. The Fly and the Watchdog—Ruskin.
6. For A' That and A' That—Burns.

C. Paying the Price:

1. Featherstone's Doom—Hawker.
2. The Story of Macbeth—Lamb.
Readings from Lamb's Tales may be given in this connection.
3. The Deserter from the Cause—Gerald Massey.
4. Compensation—Emerson.

D. In Memoriam:

1. O Captain, My Captain—Whitman.
2. The Bivouac of the Dead—Theodore O'Hara.
3. Oh, Breathe not his Name—Thomas Moore.
4. How Sleep the Brave—Collins.
5. Dickens in Camp—Bert Harte.
6. Charge of the Light Brigade—Tennyson.
7. Death of King Philip of Pokenoket—Irving.
8. The Indians—Joseph Story.
9. The Revenge—Tennyson.
10. The Loss of the Birkenhead—Dayle.

E. Fools and Wisdom:

1. Proverbs from Poor Richard—Franklin.
2. An Apple Story—Marryat.
3. Shepherd of King Admetus—Lowell.
4. The Last Word—Arnold.
5. Say Not the Struggle Naught Availeth—Clough.
6. Hamlet's Advice to the Players—Shakespeare.
Follow this with at least one set of oral compositions.
7. The Fool's Prayer—Sill.
8. The Gradgrind Idea—Dickens.
9. The Cynic—Henry Ward Beecher.
10. The Barmecide Feast—From Arabian Knights.
11. A Man Must Live—Charlotte Perkins Gilman.

Selected Readings:

1. King Aruthur Stories—To be given by the teacher while the pupils make a collection of the stories in their own words. Encourage them to illustrate their booklets and to make them as neat as possible.
2. The Van Dyke Book (Scribner's), a collection of nature essays, stories and poems.
Memorize "The Footpath to Peace," and "Work."

Projects:

Let the pupils make a collection of poems, chiefly ballads and lyrics, several of which they memorize. The collection should be indexed and have a title page.

Emphasize the silent reading program.

With the reading groupings all the seasonable selections should be used and each pupil should choose at least one book from the fiction list and one from the miscellaneous list in which he can interest the rest of the class by discussions.

SEASONABLE READINGS FOR SEVENTH GRADE

The extra poems may be read to class or given for memorization given to children for study.

September:

- Jones, What Constitutes a State (Easy Road to Reading—Lyons & Carnaham).
- Irving, Rip Van Winkle (Holton & Curry, Rand McNally & Co.).
- Psalms 103, 91.

October:

- Irving, Legend of Sleepy Hollow (Curry's Literary Reading, Rand McNally & Co., \$.60).
- Keats, To Autumn (Twelve Centuries of English, Scott, Foresman Co., \$.60).

November:

- Lowell, Poor Voter on Election Day.
- Bryant, To a Fringed Gentain (Readings from Am. Lit., Ginn & Co.).
- Hemans, The Landing of the Pilgrims (Gems Every Child Should Know, Gossett & Dunlap).
- Riley, When the Frost is on the Pumpkin (Complete Works, Bobbs Merrill).

December:

- Dickens, A Christmas Carol (MacMillan).
- Christmas Scene from Ben-Hur (Ben-Hur, Harper Brothers).
- Irving, Christmas in England (Sketch Book, Crowell).
- Tennyson, Death of the Old Year (Poems Every Child Should Know, Grossett & Dunlap).
- O Little Town of Bethlehem (Assembly Song and Chorus Book, Educational Music Bureau, Chicago).
- While Shepherds Watched Their Flocks by Night (Same).

January:

- Ruskin, King of the Golden River (Curry's Literary Readings).
- Tennyson, Ring Out, Wild Bells (In Memoriam CVI Twelve Century).
- Still, Opportunity (Easy Road to Reading, Lyons & Carnaham).

February:

- Tennyson, Enoch Arden (Curry's Literary Readings, Rand McNally).
- Lowell, Washington (Complete Poetical Works, Houghton, Mifflin).
- Lowell, The Fatherland (Curry's Literary Readings).
- Riley, The Name of Old Glory (Complete Works, Bobbs Merrill).
- Stoddard, Abraham Lincoln (American Poetry, Scribner's).

March:

- Lowell, The Shepherd of King Admetus (Holton and Curry).
- Longfellow, Evangeline (Easy Road to Reading).
- Bryant, The Hurricane (American Literature).
- Wadsworth, To a Skylark (Twelve Centuries of English Literature).
- Timrod, Spring in Carolina.

April:

- Longfellow, The Courtship of Miles Standish (Curry's Literature Readings).
- Shakespeare, Under the Greenwood Tree (Twelve Century, Newcomer & Andrews).
- Bunner, The Heart of a Tree.
- Sir Batrick Spens (English Poetry, Ginn & Co.).
- Bryant, The Planting of the Apple Tree (Readings from Am. Lit.).

May:

- Hawthorne, The Great Stone Face (Curry's Literary Readings).
- Burns, To a Mountain Daisy (Twelve Centuries of Eng. Lit.).
- Lowell, The Dandelion (Readings from American Literature).
- Wordsworth, The Daffodils (Twelve Centuries of English Lit.).
- Hunt, The Chorus of Flowers.
- Browning, Robert of Lincoln (Poems Every Child Should Know).
- Thaxter, The Birds' Orchestra.
- Browning, Herve Riel (Twelve Centuries of English Literature).
- Tennyson, The Revenge (Holton Curry).

TEACHER AID OUTLINE No. 2

General Composition and Grammar

SEVENTH GRADE

I. Aims:

• Oral:

1. To increase pupils' power of observation, organization and expression.
2. To maintain a high standard in their speech-habits already formed.
3. To drill pupils in a few additional ones, and to reinforce habit by knowledge of certain facts of grammar.
4. To continue the development of their vocabulary.
5. To increase the feeling for clearness in time relations, and to drill on troublesome verb forms and tenses.
6. To continue the work on pronouns—correctness in case and number forms and in addition, clearness in reference, especially the pronouns: its, he, they.

Written:

1. To secure from pupils daily a piece of written work, well planned and unmarred by misspelled words and other technicalities and once a week an interesting paragraph.
2. To have pupils demonstrate in their written work as well as in speech, what they learn about nouns, pronouns, verbs and verb phrases.
3. To compose and address a letter.

II. Composition.

A. Special Aims:

1. Definite subjects.
2. Unity of thought.
3. Clear order.
4. Enough details to give interest and reality.
5. Freedom and sincerity.

III. Composition.

A. Oral:

Purpose—To increase the pupils' power of observation, organization, and expression.

Motives—Book reports; preparations for class programs, centering about such activities as class projects; and reports on matters of interest to the class.

Material—Visit to the glass factory. A trip to the mountains. How to do or make something. The most interesting book I have ever read. Collection of material for a class book.

References: Bolenius' "Oral Composition." "Oral and Written English, Bk. II—Potter, Jeschke and Gilbert.

B. Written:

1. Original. Begin by allowing pupils to explain how to do or make something. Examples:
How to play a game.
How to get a book from the library.
How to make a kite.

References: Bolenins' "Oral and Written English, Bk. II—Potter, Jeschke and Gilbert. "Projects in Action Eng."—Johnnensen. Brewer, Oral English—Ginn & Company.

Seventh Grade.

Letterwriting:

- a. Friendly.
- b. Business.

Reproduction:

Retelling an interesting story.
Dramatization.
Dialogues.

Attainments:

1. Sentence sense should be perfected.
2. Definite idea of the paragraph should be established.
3. Ability in the use of narration and exposition should be developed.
4. Use of the "effective word," the "effective paragraph" should come in this grade.

Composition, both oral and written, is to be motivated by projects.
(See outline on projects.)

IV. Grammar.

A. The Sentence:

1. What a sentence is.
2. Classification according to meaning.
3. Essential elements.
 - Simple and complete subject.
 - Simple or complete predicate.
 - Copula.
 - Attribute.
 - Object.

B. Simplest uses of parts of speech revived:

1. Nouns and pronouns fully developed.
 - a. Nouns: Common; proper; number; case.
 - b. Pronouns: Personal, relative, interrogative; and a few indefinite; nominative; and objective case forms; agreement with antecedent.
2. Phrases and clauses defined and uses explained.
3. Sentences classified according to structure and to use.

The following ways of bettering sentences are suggested:

 - a. Expanding sentences by use of modifiers.
 - b. Combining short sentences.
 - c. Sentence synthesis.
4. Verbs developed.
 - a. Verb phrases.
 - b. Six tenses of the indicative.
 - c. Agreement of verb with its subject (Drill especially on third present singular).
5. Punctuation—All the simple marks of punctuation should be taught.

V. Figures of Speech.

A. Purpose:

1. To enable the children to more fully appreciate and enjoy literature which abounds in such figures of speech.

B. Kinds:

1. Personification.
2. Climax.
3. Metaphor.
4. Simile.
5. Antithesis.
6. Climax.

VI. Spelling.

There should be daily practice in spelling.

Material:

Words misspelled in written work.

Ayres Spelling Scale.

Iowa Scale.

Lists in various grammars which are used as references.

VII. Technicalities in writing.

A. Capitals.

B. Punctuation.

C. Spelling—Keep list of misspelled words for drills.

D. Elimination of the phrase and classes of sentences.

E. Elimination of the run on sentences, two or more sentences run together with no marks of punctuation, or just a comma.

VIII. Use of Dictionary —Word Study.

(See Outline A, General Devices, II.)

IX. Use of Books.

(See Outline VII.)

X. Note book similar to a real book—title page, index, illustrations, etc.
The following divisions are suggested:

A. New words.

B. Dictation.

C. Word study and spelling.

D. Reading notes.

E. "Never again."

F. Finished themes.

TEACHER AID OUTLINE No. 3

General Composition and Grammar

EIGHTH GRADE

I. Aims.

Oral:

In general the same as those for the prep class.

- A. To sustain interest in oral work, by stimulating pupils to talk on subjects in which they are interested, and thus to form opinions.

Written:

- A. To improve sentences, by securing greater variety and flexibility of sentence structure.
- B. To teach the general principles of paragraphing.
- C. Analysis of thought of well-written paragraphs.

II. Composition.

Oral:

A. Aims:

- 1. To teach pupils to speak interestingly and connectedly from a brief outline.
- 2. To help the individual pupils to acquire poise while talking before a class.
- 3. To teach them to think accurately and definitely while on their feet.

B. Kinds:

- 1. A short talk on an assigned subject (description, narration, exposition), using well-constructed sentences expressing definite ideas.
- 2. Dramatization:
 - a. Original.
 - b. Reproduction.
- 3. Dialogues:
 - a. Original.
 - b. Reproduction.

C. Suggestions:

All theme assignments should be based on personal experience or observation.

Use the model in vocabulary building, calling special attention to the most effective words and phrases.

Written.

A. Aims.

- 1. To improve sentences, by gaining greater variety.
- 2. To teach the general principles of paragraphing.
- 3. To inspire the child to seek to cultivate an individual style.
- 4. To insist upon neatness and logical arrangement in all written work.
- 5. To eliminate misspelled words.
- 6. To overcome awkward expressions.

B. Kinds:

- 1. Outlines:

Children should here be taught the basic principles of outlining.
- 2. Develop short stories and talks from outlines.

3. Paragraph developed from topic sentence.
 4. Dramatization:
 - a. Original.
 - b. Reproduction.
 5. Letter writing:
 - a. Formal.
 - b. Business.
 - c. Social.
 - d. Familiar.
 6. Impromptu paragraph writing in class.
- References: Mahoney's "Standards in English." Bolenius
 "Oral and Written Composition." Cotter Jeshke and Gillet
 "Oral and Written English."
- All composition work is motivated by projects.

Subs—Eighth Grade.

III. Grammar—First Semester.

- A. The Sentence:
 1. Simple, complex and compound.
 2. Compound essential elements; Coordinate conjunctions.
 3. Elliptical sentences.
- B. Phrases and clauses classified.
- C. Review of parts of speech.
 1. Noun—kinds: Common, proper, abstract, collective, properties; number to be noted in relation to agreement with pronouns and verbs in sentences; gender, case; construction of nouns.
 2. Pronouns—kinds: Antecedent, agreement with antecedent.
 3. Adjectives—kinds: Forms of comparison to be emphasized; distinguished in use from adverbs. Accuracy in use of adjectives.
 4. Adverbs. Functions. Comparison to secure correct usage of the different forms. Conjunctive adverbs, as distinguished from relative pronouns and conjunctions.

Adjectives and adverbs should be fully developed in this semester.

III. Grammar—Second Semester.

1. Verbs fully developed.
 - a. Form—strong and weak.
 - b. Use—complete and incomplete.
 - c. Tense—emphasis upon correct tense forms.
 - d. Voice.
 - e. Mode—infinitive and subjunctive in teaching difference in meaning between "if I was" and "if I were" in "contrary to fact" meaning.
 - f. Person and number.
- g. Special verb forms; participles—avoid loose participle construction. Infinitives—securing variety of expression. Avoidance of "Split" infinities.
- h. Agreement of subject and verb. Use of "ought."

IV. Spelling:

Misspelled words from written work.
 Ayres' Scale.
 Lists in Grammars.

V. Notebook—similar to a real book; title page, index, illustrations, etc.

The following divisions are suggested:

- A. New words.
- B. Dictation.
- C. Word study and spelling.
- D. Reading notes.
- E. "Never Again."
- F. Finished themes.

- VI. Use of dictionary. Word study enlarged upon.
- VII. Use of books (See outline on that subject).
- VIII. Simple parliamentary procedure for use in class and club organizations.
 - 2. Prepositions and conjunctions fully developed.
 - a. Prepositions—use.
 - b. Conjunctions—kinds—to be noted in reference to securing strength in sentence structure.
 - 3. Relationship of words.
 - 4. Analysis of the sentence.

TEACHER AID OUTLINE No. 4

Literature—Freshman and Sophomore

I. Purposes.

A. General:

To appeal to the developing tastes of youth in such a way that he may be led to appreciate and enjoy reading the higher type of literature; to teach him early in life to form the habit of turning to good books as companions in hours of leisure.

B. Special:

1. To teach literature of such high ideals so powerfully expressed that the child is influenced to incorporate these in his ideals of life and conduct.
2. To stimulate the imaginative and emotional faculties to a degree comparable to the development of his reasoning faculties.
3. To broaden the mental experience of the individual by presenting to him scenes of other countries and ages, of other conditions of life. To teach him to read for content, thus giving him a sympathetic appreciation of the manners, customs and ideals of other peoples.
4. To inspire the pupil with a feeling of genuine friendship for authors of the highest rank giving him some of their simpler works to read.
5. To present to the class a variety of types of literature, in keeping, of course, with their ability to comprehend and appreciate.
6. To call attention to the beauty and effectiveness of expression in such a manner that the pupil will seek to improve self-expression, using these bits of literature as models.
7. To teach them to discriminate in selecting current literature and amusement.

II. Class Reading.

A. Methods:

This course includes the various types of literature studied intensively in class; not studied so intensively that every word is explained. But rather is the main thought, the important ideal, presented in such a manner that it is stamped upon the mind and character of the child. The teacher should enliven every classic by building up an interesting back-ground, drawing on every source of information concerning the character and the country treated. Classics should be grouped about a certain ideal or ideals; each succeeding classic further developing or emphasizing this ideal. Any classic should be completed in from five to eight days. Projects in connection with the study of classics are most helpful. For example, a project which shows the relation of the classic to other forms of art broadens the pupil's vision perceptibly.

III. Silent Reading.

There should be a definite amount of silent reading in connection with the study of classics. Pupils should learn to glean rapidly the most important thoughts from a printed page. Certain assignments should be made for silent reading and a special day set aside for

reporting on these. Another objective in this type of reading is the formation of the habit of daily, thoughtful reading.

IV. Home or Outside Reading.

Pupils should be required to report on one outside reading every six weeks. Material—List of sufficient length and variety to appeal to every individual should be available to every class. The pupil should be led to read in every field of literature represented on these lists (Lists are being prepared). Method of reporting—The pupil should be allowed to discuss with the class book he has read, telling the story, giving an unusually interesting or amusing episode, or describing the most interesting character. Interest may be added by having the pupil tell a part of the story, and then allowing some other member of the class to invent an ending. Reports may also be written. The teacher should engage all her ingenuity in devising ways and means of arousing the interest of the entire class in every book that is read, thus encouraging them to want to read every book that every other child reads.

Project—Advertising of favorite books.

V. Memory Work.

A. Purposes:

1. To have the child acquire as much as possible of the beautiful and beneficial in literature, so that it may be a source of pleasure to him in hours of leisure.
2. To encourage the habit of memorizing those portions of literature which appeal to the individual. Endeavor to make this a lasting habit.

B. Material:

Selections may be assigned by the teachers but it is very much better to allow the child to select that which really appeals to him.

References for Teachers:

“The Teaching of Classics in Grammar Grades and High School”—Bolenius.

“Introduction to the Classics”—Trent, Hanson and Brewster.

“How to Read”—Kerfoot.

“Reorganization of English in Secondary Schools”—Hosic.

Lists of classics and reading list are being prepared.

NINTH GRADE READING

- I. Stimulate an intelligent interest in magazine material not only at the time of the study of the magazine, but all during the course.
- II. The following lists may be used in connection with the study of the classics to which they are complementary or they may be taken as independent groups for variety of work.

Short Stories:

Hale, My Double and How He Undid Me.
Poe, The Maelstrom.
Poe, The Pit and the Pendulum.
Hawthorne, The Ambitious Guest.
Hawthorne, Ethan Brand.
DeMaupassant, The Necklace.
Stevenson, Markheim.

Mythology and Legends:

Kelman, Stories from the Crusades.
Tappan, In the Days of Alfred the Great.
Keary, Heroes of Asgar.
Baldwin, Old Stories of the East.
Davis, Chinese Legends and Folklore.
Grahame, The Golden Age.
MacManus, Lo and Behold.

Baldwin, Hero Tales.
Baldwin, The Story of Roland.
Malory, The Boy's King Arthur.
Pyle, The Story of King Arthur and His Knights.
Fillmore, Czechoslovak Fairy Tales.
Macmillan, Canadian Wonder Tales.
Lamphrey, Masters of the Guild.
Terry, History Stories of Other Lands.

Historical Novels:

Hawthorne, Grandfather's Chair.
Cooper, Leatherstocking Tales.
Thompson, Green Mountain Boys.
Churchill, Richard Carvel.
Churchill, The Crisis.
Churchill, The Crossing.
Mitchell, Hugh Wynne.
Thompson, Alice of Old Vincennes.
Cable, The Grandissimes.
Fox, The Little Shepherd of Kingdom Come.
Page, Red Rock.
Page, Two Little Confederates.

(Note: This list is to be completed later) .

TEACHER AID OUTLINE No. 5

Composition and Grammar—Freshman

GRAMMAR

Grammar in the freshman year should consist of a thorough drill upon such grammatical constructions as will tend to eliminate the most common grammatical errors, such as:

- A. Subjective of verb not in nominative case.
- B. Predicate nominative not in nominative case.
- C. Object of verb preposition not in nominative case.
- D. Wrong form of noun or pronoun.
- E. First personal pronoun standing first in a series.
- F. Failure of pronoun to agree with its noun in number, person and gender.
- G. Confusion of demonstrative adjective and personal pronoun.
- H. Failure of verb to agree with its subject in number and person.
- I. Confusion of present and past tenses.
 - 1. Give for gave.
 - 2. Ask for asked.
 - 3. Come for came.
- J. Confusion of past tense and past participle.
 - 1. Had went.
 - 2. Had rang.
 - 3. He taken.
- K. Wrong tense forms.
 - 1. He clumb.
 - 2. It was het.
 - 3. He dove.
- L. Wrong verb.
 - 1. Lay—lie.
 - 2. Sit—set.
 - 3. Learn—teach.
 - 4. Shall—will.
- M. Incorrect use of mode.
 - “IF” clauses.
- N. Incorrect comparison of adjectives.
- O. Confusion of comparatives and superlatives.
- P. Confusion of adjective and adverb.
- Q. Misplaced modifier or clause.
 - 1. The others got their food from the rivers which was fish.
 - 2. I spend my evenings in front of a grate when there is a north wind blowing with the works of Poe, Cooper, and Hiawatha.
 - 3. There was a large fellow weighting two hundred and fifty pounds on both ends.
- R. Double negative.
- S. Confusion of preposition and conjunction.
 - It looks like.
- T. Syntactical Redundance.
 - 1. Where’s my book at?
 - 2. This here book.
- U. Omission of apostrophe.
- V. Confusion of dependent and independent clauses.

FRESHMAN YEAR

Composition—Oral

I. Description:

- A. Descriptive account of some work or play in which pupils have formerly taken part.
 - 1. How We Used to Play Circus Parade.
 - 2. How We Used to Play in the Leaves.
 - 3. How I Used to Manage a Refreshment Stand.
- B. Descriptive talk about a place of interest which the pupil has visited.
- C. Descriptive account of walk or ride through a place of interest.

II. Narrative:

- A. Narrative account of how the pupils once did something.
 - 1. My First Adventure in Business.
 - 2. How We Organized a Circus.
- B. An account of a school experience.

III. Exposition:

- A. A short talk in explanation of some term, such as:
 - 1. Probate Courts.
 - 2. Naturalization.
 - 3. Protective Tariff.
- B. An expository talk illustrating exposition by division—three paragraphs about an undertaking in which the pupils have engaged.
 - 1. Our Literary Society.
 - 2. Hobo Day in Our School.
 - 3. Our "Activity."
- C. A discussion of some person of interest, showing his life and achievements.
- D. An explanation of how something may be made or done.

IV. Argumentation.

- A. Themes in which the pupils express an opinion and give two or three reasons to convince the class that the opinion is true.
- B. Short debates on subjects of immediate interest to the pupils.
 - 1. School work should begin half an hour earlier than it now does.
 - 2. Every student in our school should be required to take at least one course in manual training or domestic science before graduation.
 - 3. Monday should be made a school holiday instead of Saturday.

V. Talks for special occasions:

- 1. Talks or stories concerning Thanksgiving.
- 2. Christmas Stories.
- 3. Lincoln's Birthday.
- 4. Washington's Birthday.
- 5. Easter.
- 6. Arbor Day.

The purpose of oral composition in the freshman year is to enable the pupils to speak their thoughts in a clear and interesting manner; to aid them in acquiring that ease in appearing before an audience which comes through continued practice; and to familiarize them with the various forms of discourse through their original compositions upon subjects of immediate interest.

The purpose of written composition is to enable the pupils to state their thoughts in writing in a clear, logical, and interesting manner, with careful observance of all the rules of composition; and to familiarize them with the forms of discourse through the writing of compositions on subjects of interest.

As a source of inspiration to the pupil, good models are read and their methods employed, carefully studied.

As a guide book in the study of the forms of discourse *Clippings Written and Spoken English, Book I*, is used.

FRESHMAN YEAR

Composition—Written

I. Description:

- A. Descriptive accounts of plays or games.
- B. Paragraph for the purpose of presenting descriptive details—How night or day once came.
 - 1. The coming of a peaceful summer night in the country.
 - 2. The coming of a blustering winter night in the city.
- C. Descriptive paragraph of the coming and passing of a storm (contrast).
- D. Description of a scene in which the point of interest is a building.
 - 1. A neat, modern cottage on a well kept lawn.
 - 2. A cabin surrounded by tall pine trees.
- E. Description of a landscape as it appeared at a particular time.

II. Narration:

- A. A story based on an incident in the pupil's experience.
 - 1. My Hallowe'en Joke.
 - 2. The Real April Fool.
 - 3. The Mud Pie Tragedy.
- B. Conversational narrative—Practice in writing direct discourse.
- C. A fantastic child's story.
- D. Completion of a story, the first part of which has been read or told by the teacher.

III. Exposition:

- A. A topical discussion of a kind of bird, insect, fish or plant (Exposition by division).
- B. The history of a kind of labor, explaining how the method engaged and how the work is done.
 - 1. Shoemaking.
 - 2. Printing.
 - 3. Schoolroom ventilating.

IV. Argumentation:

- A. An argumentative letter for the purpose of:
 - 1. Persuading an eighth grade friend that she should continue her education instead of leaving school to clerk in a department store, or
 - 2. Convincing a parent that you are not spending too much money in high school.
- B. Argumentative circulars.
- C. Argumentative articles for the school paper.

V. Letter Writing:

- A. The ability to write with careful observance of all rules of form and etiquette.
 - 1. A friendly letter.
 - 2. A business letter.
 - 3. Formal notes of invitation and reply.
 - 4. Informal notes.
 - 5. Letters of congratulation.
 - 6. Letters of appreciation.

VI. Outlining:

- A. Selecting the main divisions and chief sub-divisions in short articles studied in class.
- B. Making simple outlines for all oral or written compositions of more than two paragraphs.
- C. Making simple briefs for debate.

NINTH GRADE

The Committee on Economy of Time has set the following standards of attainment for the end of the ninth grade:

- A. Ability to tell effectively a personal experience or an accident from a story—to be judged by the character of the selection, choice of details, use of words, clearness of point of view, freedom from excessive use of “and,” “so,” “then,” climax.
- B. Ability to outline a story according to the time order.
- C. Ability to collect, sift, and organize material for a simple oral or written theme on a limited topic.
- D. To write a paragraph on a limited subject—coherence, unity, variety.
- E. To give a digest of a good magazine article within the the student's comprehensions.
- F. To write a social and a business letter.
- G. Accurate use of real, really, very; scared, afraid; lie, lay; sit, set; start, begin; may, can, allow; carry, bring, fetch; quite, very.

TEACHER AID OUTLINE No. 6

The Use of Books

SEVENTH GRADE

- I. The Book:
 - A. The parts of a book.
 - B. The making of a book.
 - C. The care of a book.
 - D. Library rules and courtesy.
- II. "Books of Knowledge" (previous familiarity):
 - A. Big blocks of more specialized information.
 - B. Use of index.
- III. Encyclopedia:
 - A. Big blocks of more specialized information.
 - B. Use of index.
- IV. Dictionary (desk size):
 - A. Smaller units highly specialized.
 - B. Use of alphabetical system similar to index.
 - C. Divisions of study:
 - 1. Exercises for location of words.
 - 2. Spelling.
 - 3. Abbreviations commonly used in dictionary.
 - 4. Pronunciation—syllabication and accent.
 - 5. Definitions.

EIGHTH GRADE

- I. Review encyclopedia and dictionary work by practical assignments:
 - A. Dictionary work continued. Use of the "unabridged."
 - 1. Grammar.
 - 2. Quotations to illustrate uses of words.
 - 3. Information "below the line."
 - 4. Proper names.
 - 5. Synonyms.
 - 6. Extra information in back of the dictionary.
- II. Study of the card catalog in the library for personal use:
 - A. Little cards.
 - B. Author cards.
 - C. Subject cards.
- III. Numbering and arranging of books for convenience in using books from the shelves. "Browning." (Classification.)
- IV. Reference books:
 - A. Atlas.
 - B. Who's Who in America.
 - C. Statesman's Year Book.
 - D. World Almanac.

NINTH GRADE

- I. Review of previous work, giving emphasis where it is needed.
- II. Use of your textbook—explorations (from Hall-Quest).

- III. How to supplement your textbook:
 - A. Organization of related reference material.
 - B. Notebook.
- IV. Magazines, periodicals, indexes to current literature.

TENTH AND ELEVENTH GRADES

- I. Review of previous work.
- II. Detailed study of magazines and periodicals.
- III. Special work in supplementing textbook.

TWELFTH GRADE

- I. Review of previous work.
- II. Study and classification of magazines and periodicals.
- III. Supplementing of textbooks.
- IV. Indexes to current literature.

REFERENCES ON THIS INSTRUCTION

- Hopkins, Florence M.—Methods of instruction in the use of high school libraries. In National Educational Association—1905. Allusions, words, and phrases that should be known and where to find them—Detroit Central High School—35 cents.
- Wooley, E. C.—Student's Use of the Dictionary. Educational Review—1912.
- Ward, G. O.—Practical Use of Books and Libraries, 2nd Edition. Boston Book Co.

TYPES TO BE EMPHASIZED BY GRADES

- Seventh: Ballad—St. Nicholas—The American Boy; Lyric—Youth Companion.
- Eighth: Epic—Scientific American; Good Housekeeping; National Geographic.
- Ninth: Short Story—Outlook—Independent; Drama—American.
- Tenth: Novel—Literary Digest; Essay—Harper's Century.

TEACHER AID OUTLINE No. 7

Newspaper Study

I. The Field:

A. What is news.

1. Work out inductively by giving as many examples of articles from newspapers; see discussions of news in books on journalism and English.

B. The reason for the newspaper.

1. Desire for news—Discuss curiosity, need for knowledge, instruction, entertainment, and reform movements.

C. The newspaper name.

1. Collect as many names of dailies as you can. Discuss as to probable significance of name.
 - a. Indicative of political policy.
 - b. Policy of fair independence.
 - c. Abstract distribution of news.
 - d. Reference to some popular saying.
2. Notice the sub-titles or slogans.

D. The newspaper organization.

1. Editorial department:
 - a. Editor-in-chief.
 - b. Managing editor.
 - c. City editor.
 - d. Telegraph editor.
 - e. Sporting editor.
 - f. Art, dramatic, literary, household, financial, exchange, illustration, make-up, reporters, copy readers.
2. Business manager:
 - a. Advertising manager.
 - b. Circulation manager.
3. Mechanical department:
 - a. Foreman of the composing room.
 - b. Foreman of stereotyping.
 - c. Foreman of press room.

E. Newspaper manufacture.

1. Copy.
2. Linotype.
3. Galley.
4. Proof reading.
5. Matrix.
6. Autoplate or multiplate.
7. Illustrations or cuts.
8. Delivery of the papers.
9. Printing of extra editions—fudge.

F. Newspaper issue and circulation.

II. Investigate the following topics and then outline and write or give orally a good discussion:

- A. The necessity for newspapers.
- B. The newspaper as an instructor.
- C. The newspaper as a moral force.

- D. The newspaper as a waste of time.
 - E. Printing then and now.
 - F. The history of a news article.
- III. Examine news excerpts in some good paper and discuss them from the point of view of news values.
 - IV. How many needs are supplied by the paper that you read?
 - V. Study the news in your paper from the point of view of geography.
 - VI. Point out in your own paper those articles that are valuable to business men, to women, to children. Tell why they are valuable in each case.
 - VII. Study the head of the editorial page of your paper. Is the proprietor one man or a company? Are the editors named? What other information is to be had from this heading?
 - VIII. If you were a circulation manager, to what devices would you resort to increase the circulation of your paper?
 - IX. Why do papers issue both daily and weekly, morning and evening editions and why do some people prefer one edition to another?
 - X. What decides the price of the papers in your community, do you suppose? Do you find that a two-cent paper is more newsy or bigger or on better paper than one that costs only one cent?
 - XI. Discuss the means taken by the papers in your city to increase circulation. Do they advertise certain features, publish circulation figures, give prize contests, issue illustration editions, or offer special inducements?
 - XII. Imagine yourself circulation manager of a school paper or a larger one and tell just exactly what class of people you would try to reach by your columns and why. Tell what kind of advertisements you would solicit and why.
 - XIII. Study the advertisements in your paper. How many different kinds of merchandise are represented?
 - XIV. How many different kinds of business activities are represented in the advertisements of your paper—in the news items?
 - XV. What proportion of space is occupied by business matter in your newspapers; By editorial matter? By local news matters? By foreign news matters?
 - XVI. Aside from its advertising matter, how may a newspaper be made a valuable selling agent for different kinds of wares?

SUGGESTED PROJECT

From a week's issues of a selected paper, prepare a front and an editorial page which shall compare favorably with the current issues. A sporting page may be prepared successfully. In this work the objects should be to train the children to plan a page, to see the difficulties that the make-up man encounters, to notice well planned pages, and to select the best news articles from a given group of papers. Groups of students might work on certain pages.

THE USE OF BOOKS

SEVENTH GRADE

- I. The Book:
 - A. The parts of a book.
 - B. The making of a book.
 - C. The care of a book.
 - D. Library rules and courtesy.
- II. "Books of Knowledge" (previous familiarity):
 - A. Big blocks of more specialized information.
 - B. Use of index.
- III. Encyclopedia:
 - A. Big blocks of more specialized information.
 - B. Use of index.
- IV. Dictionary (desk size):
 - A. Smaller units highly specialized.
 - B. Use of alphabetical system similar to index.
 - C. Divisions of study:
 - 1. Exercises for location of words.
 - 2. Spelling.
 - 3. Abbreviations commonly used in dictionary.
 - 4. Pronunciation—Syllabication and accent.
 - 5. Definitions.

EIGHTH GRADE

- I. Review encyclopedia and dictionary work by practical assignments:
 - A. Dictionary work continued. Use of the "unabridged."
 - 1. Grammar.
 - 2. Quotations to illustrate uses of words.
 - 3. Information "below the line."
 - 4. Proper names.
 - 5. Synonyms.
 - 6. Extra information in back of the dictionary.
- II. Study of the card catalog in the library for personal use.
 - A. Little cards.
 - B. Author cards.
 - C. Subject cards.
- III. Numbering and arranging of books for convenience in using books from the shelves. "Browning." (Classification.)
- IV. Reference books:
 - A. Atlas.
 - B. Who's Who in America.
 - C. Statesman's Year Book.
 - D. World Almanac.

NINTH GRADE

- I. Review of previous work, giving emphasis where it is needed.
- II. Use of your textbook—Explorations (from Hall-Quest).
- III. How to supplement your textbook.
 - A. Organization of related reference material.
 - B. Notebook.
- IV. Magazines, periodicals, indexes to current literature.

TENTH AND ELEVENTH GRADES

- I. Review of previous work.
- II. Detailed study of magazines and periodicals.
- III. Special work in supplementing textbook.

TWELFTH GRADE

- I. Review of previous work.
- II. Study and classification of magazines and periodicals.
- III. Supplementing of textbooks.
- IV. Indexes to current literature.

REFERENCES ON THIS INSTRUCTION

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- Ward, G. C.—Practical Use of Books and Libraries, 2nd Edition—Boston Book Co.

TEACHER AID OUTLINE No, 8

Magazines

(Based on Opdycke, News, Ads, and Sales)

Name magazines that are issued every week; every month; every quarter.

How do they differ from each other?

Discuss the names of magazines as to their significance.

How do they differ from a newspaper in form and size?

Is there any reason for calling a magazine a periodical?

What is the principal of most magazines (content)?

What is the arrangement of the contents of most magazines?

What differences are there in arrangement?

What forms of binding and cover predominate in magazines.

In what respects does the magazine organization differ from that of the newspaper?

Looking at a well supplied news stand, tell which of the magazines stand out particularly strong. Are you induced to buy through form and appearance?

Discuss the price of magazines. Do prices vary according to size of magazines or frequency of issue?

How and why are magazines more like books than newspapers?

OUTLINE

- I. Definition of "Magazine."
- II. The reason for the magazine.
- III. Magazine manufacture.
- IV. Magazine organization.
- V. General classification of magazines:
 - A. Weekly.
 1. General and political
 2. Literary.
 3. Humorous.
 4. Religious.
 5. Scientific.
 6. Financial.
 7. Agriculture.
 - B. Monthly.
 1. General news and politics.
 2. General news and reading.
 3. Reform and uplift.
 4. Literature.
 5. Drama.
 6. Women's interests.
 7. Country life.
 8. Business.
 9. Science.

Names of magazines belonging under these various types should be supplied by the pupils.

VI. Contents of the magazines:

- A. Advertising.
 1. Proportion to the text.
 2. Classified or indexed.
 3. On same pages as reading material or separated.
 4. Nature (any doubtful or fraudulent?).

B. Reading material.

1. Fiction, serials and short stories.
2. Current events.
3. Special articles on travel and description, popular science, economics, biography, history, education, social problems, religion, politics, finance, commerce, practical fashions, domestic science.
4. Criticism on literature, music, art drama.
5. Editorials.
6. Letters to the editor.
7. Poetry.
8. Humor.

C. Illustrations.

1. Nature:
 - a. Portraits.
 - b. Artist's drawing.
 - c. Photographs of recent events.
 - d. Cartoons.
2. Process:
 - a. Half-tones.
 - b. Wood engravings.
 - c. Colored plates.
3. Decorations, or page borders.
4. Cover, uniform or varied each issue; use of color.

VII. Magazine values.

- A. In the home.
- B. In business.
- C. To individuals.

ORAL COMPOSITION PROJECT

Let each student present the merits of his favorite magazine to the other students as possible subscribers. Subscriptions may be taken after these reports to indicate whose talks were most effective.

TEACHER AID OUTLINE No. 9

Discussion of Projects

Explanation: In broad terms a project is a big unit of study involving a variety of activities with emphasis on the pupil's initiative and on self-activity of the pupil, wide use of concrete illustrative material which grows naturally out of needs of the pupils, but which may be stimulated; it is a unit of study which provides, by nature of the variety of activities involved, for differentiation of assignment and which possesses definite, ultimate value to the pupils—inductive and objective.

Insist upon: Carefulness, neatness and accuracy in preparation of the work, or the written material will become a mere scrap book.

The following objectives are quoted to illustrate the teacher's plan before a project is begun:

I. Project—Books and Gifts.

Objectives:

1. To bring pupils into touch with our best books.
2. To bring to them a knowledge of some of our best illustrators.
3. To show appropriate illustrations.
4. To get pupils interested enough through reading portions of books to finish the stories.
5. To teach some principles of selecting books for people of varying ages.
6. To gain neatness and a new interest in composition work by putting this material into booklet form.
7. To give pupils new interest in magazine material, through reading book reviews and advertisements in preparation of this work.

Results:

Well written and beautifully illustrated booklets with a similar table of contents:

1. Index.
2. How to choose books as gifts.
3. Books for children. (Three or four reviews of suitable books, with name of publisher, illustrated.)
4. Books for high school boys and girls.
5. Books for grown ups.

II. Project—Help Wanted.

Objectives:

1. To get pupils to think more seriously about future vacation.
2. To show variety of positions and degree of training needed for each.
3. To instill some principles that make for character and success in the business world.
4. To bring to pupils' minds the things that employers demand in employees.
5. To teach forms for letters of application.
6. To gain neatness in composition work, and to give some idea of per-face, contents, bibliography, etc., by putting material into booklet form.

Result:

1. A collection in book form of positions generally classified, business maxims chosen by pupils and original letters of application.

III. Project—My Favorite Myths.

Objectives:

1. To give the pupil a working knowledge of the myths which are important in literature, art, advertising and cartooning.
2. To show the value of knowing these myths.
3. To make the pupil more alert and interested in seeing how such advertisements and cartoons are developed.

Result:

1. A well illustrated booklet of myths told in pupils' own words or language.

IV. Project—Arts related to the "Odyssey."

Objectives:

1. To acquaint the pupils with early Greek culture.
2. To lead them to appreciate Greek art—architecture and sculpture.
3. To teach them how to acquire material on these subjects by allowing them to order pictures from large art shops.
4. To give them a more thorough knowledge of mythology.
5. To broaden the pupils' knowledge of the Fine Arts.

Results:

1. A well-planned and organized book containing interesting stories about Greek gods and goddesses and their Roman prototypes, bits of original illustrating, together with well-selected prints of Greek art.
2. A knowledge of the relationships existing among all forms of art.
3. A deep and abiding interest in the Fine Arts.

V. Project—Our Community; Past, Present and Future.

Objectives:

1. To bring the pupil into contact with the history of his environment, thereby causing him to appreciate his predecessors.
2. To broaden the pupils' knowledge of local industries and resources.
3. To create a certain civic pride and a desire to participate in community activities.
4. To encourage use of the imagination by allowing the pupil to make a future for his community.

Results:

1. A guide book to the community, containing valuable historical facts; a complete directory of churches, schools and clubs; a survey of all local industries and resources, illustrated with pictures, drawings and samples and a prophecy of future progress.
2. A deepened interest in community life and a spirit of good citizenship.

The following classification of projects in English is based upon activity of idea involved, since most of them overlap to a great extent.

1. Composition—Oral and Written.

A. Narration:

1. Story-telling.
 - a. Reproduced.
 - b. Imaginative.
2. Current events.

B. Explanation:

1. "How"—Science.
2. "Why"—History, Civics.
3. "What"—Industry.

Discussion of Projects.

C. Special Needs:

1. Personal.
 - a. Letter-writing.
 1. Business.
 2. Friendly.

2. Community or group improvement.
 - a. School affairs:
 1. Arousing interest and enthusiasm for athletics, school paper.
 2. Improvement of technical work, Better English drive.
 - b. Local interests.
 - c. National interests.

FOREWORD TO FINDING AND BROADENING COURSE

A Finding and Broadening Course is one of short duration—six to nine weeks—which has for its aim the finding or determining of a pupil's interest for and ability in a field of such matter and the broadening of his view-point in this field. It is a course where the curtain is pulled aside and the seventh grade student is given a glimpse of what he may expect if he will only pursue this study further until he is in the upper grades of the High School. Courses of this nature are best offered in the shops or in the languages but in the field of English there are certainly many broadening avenues, such as debating, expression, and the like. The following outline is an attempt at a Finding and Broadening Course in the field of Public Speaking. It is recommended that it be offered entirely in addition to the regular English course, and may be used either in the seventh or eighth grades.

SUMMARY OF TIME ALLOTTED TO VARIOUS PHASES

1. Week—Public Speaking in general. Outline I-IV., inclusive.
- 1½ Weeks—Oral talks and story telling.
- 2 Weeks—Practice in readings.
- ½ Week—Formal Element—technique study.
- 1 Week—Oration—interpretation, general plan.
- 1 Week—Argument—debate, etc.
- 1 Week—Salesmanship and argument.
- 1 Week—School reports and general view of course, including V, VI, VII, VIII, IX, X and XI of Outline.

FINDING COURSES IN PUBLIC SPEAKING

- I. Public Speaking in general.
 - a. What is Public Speaking?
 - b. Growing demand for good public speakers.
 - c. Recent introduction of public speaking courses in schools and colleges.
 - d. Conditions which brought forth public speakers of note.
- II. Public Speaking and other vocations:
 - a. Agriculture.
 - b. Merchant.
 - c. Real estate and insurance.
 - d. Banking.
 - e. Manufacturing.
 - f. Building contractor, foreman.
 - g. Engineering.
 - h. Social worker, C. A. secretary.
 - i. Doctor, dentist, pharmacist.
 - j. Teacher, librarian.
 - k. Minister, priest, rabbi.
 - l. Lawyer, political leader.
- III. Vocations at Professions, Public Speaking:
 - A. Platform Artist.
 - 1. Lyceum worker (humorous) readings and lectures.
 - 2. Chautauqua worker (serious), (for organizations, associations, meetings).
 - 3. Lecturer, (for special occasions, commencement).
 - 4. Debates, aim to bring current topics before the public.
 - 5. Actor.
 - B. Political Speaker and Lawyer.
 - 1. Pre-election speeches. Campaign maker, national, local.
 - 2. Debate:
 - a. Before a law-making body.
 - b. Before a jury.
 - C. Minister.
 - 1. Type of speech.
 - D. Teacher.
 - 1. Teaching Public Speaking:
 - a. Class work. Public school, private school, college, normal.
 - b. Private lessons.
 - c. Play coaching:
 - 1. School work.
 - 2. Civic work.
 - 3. Producing companies.
 - 2. Story Telling.
 - E. Salesman.
 - 1. Selling an article.
 - 2. Selling an idea.
 - 3. Selling your services, getting a position.

- F. Club Worker.
 - 1. Organizer.

IV. Avocation:

- A. Entertainment.
 - 1. After dinner speaker or reader.
 - 2. Toast master.
- B. Club worker.
 - 1. Chairman.
 - 2. Contributing or active member.

V. Method of procedure in school life:

- A. Participation in: Debating, extemporaneous speaking, contest work, club work, etc.
- B. Courses offered in High School—Expression; Salesmanship.
- C. Schools beyond the High School.
 - a. Vocation.
 - b. Courses offered: Voice, diction, interpretation, etc. Value in life, physical advantage, cultural.
 - c. Length of time for completion.
 - d. Comparative.

VI. Remuneration in the various fields.

VII. Advantages:

- a. Personality development.
- b. Enjoyment and satisfaction.
- c. More complete living.
 - 1. Travel.
 - 2. Fuller participation.
 - 3. Culture and reading essential to success, gained through training courses.
- d. Standing in the community.

VIII. Difficulties or disadvantages:

- A. Period of trial to reach the top.
 - 1. Period of service as a minor character.
 - 2. Uneasiness.
- B. Difficulties and hardships in the way of travel.
- C. Lack of Compensation (at times).
- D. Temptations.
 - 1. Graft.
 - 2. Indulgence.

IX. Biographies of those who have made good in the various lines.
References:

- a. Magazines.
- b. Encyclopedias.
- c. Biographies.
- d. Any material in the homes.

X. What Public Speaking should do for you:

- A. Ease in talking in groups.
- B. Self control.
- C. More complete mastery of English Language.
- D. Ability to think on your feet before an audience.

XI. Public Speaking is an asset in any vocation, but do not pursue it as a vocation unless you have:

- A. Natural liking.
- B. Desire to make good.
- C. Willingness to work.
- D. Adaptability.

FINDING COURSE IN PUBLIC SPEAKING WITH SUGGESTIVE LESSONS

First Week.

Aim: To give the student a general idea of the various fields in Public Speaking.

Method:

First Meeting:

- a. Develop a, b, c, d of I of outline by means of questions and general discussion.
- b. Assignment: Be prepared to give a one-minute talk on Public Speaking in general. Aim to be clear.

Second and Third Meetings:

- a. Public Speaking and other vocations or professions.
- b. General discussion; develop outline.
- c. Assignment: Select any vocation or occupation you wish and show wherein Public Speaking is an asset in this particular field.
- d. Suggestions:
 1. Reference books.
 2. Interviews with people in professions, etc.
 3. Aim to make your talk clear and emphatic.

Fourth Meeting:

- a. Vocations or professions in Public Speaking.
- b. General discussion of A under III with outline on the board.
- c. Assignment: Make a list of all the vocations or professions in Public Speaking.

Fifth Meeting:

- a. Complete the outline up to V in class.
- b. Assignment: Put outline in note books for future reference.

Second Week.

Aim: To give student an opportunity to try oral talks before a group and to give him an idea of the qualities which make a good speaker.

First Meeting:

- a. General discussion on qualities which make a good speaker—1. Position; 2. Voice; 3. Style; 4. Ideas.
- b. Assignment: One to two minute oral talk on what I like to do best, and why.

Second Meeting:

- a. Organize class under leadership of chairman.
- b. Brief explanation of necessary rules (Roberts).
- c. Oral talks with brief criticism.
- d. Assignment: Select another subject in which you avoid the errors of the first.

Third Meeting.

- a. Talks under leadership of chairman.
- b. Brief discussion of good anecdote.
- c. Tell an anecdote.

Fourth Meeting.

- a. Anecdotes with criticism.
- b. Brief discussion of short stories.
- c. Assignment: Read two short stories you would like to tell to younger brother or sister of class mates.

Fifth Meeting.

- a. Discussion:
 1. How to tell a story.
 2. General steps in telling a story.
- b. Tell a story to your club (limited).

Third Week.

Aim: To give students an idea of story telling and reading.

First Meeting.

1. Tell the stories assigned.

Second Meeting.

- a. Discussion on the humorous reading:
 1. What it is.
 2. Purpose.
 3. How and where to find them.
 4. Plan for work.
 5. Illustration.
- b. Assignment: Find the humorous reading on which you wish to work.

Third Meeting.

- a. Work out one in class.
- b. Have various individuals try interpretation.
- d. Assignment: Work out criticisms; give readings without book.

Fourth Meeting.

- a. Work with criticism.
- b. Assignment: Work out criticisms; give readings without book.

Fifth Meeting.

- a. Humorous readings.
- b. Assignment: Discussion—To what lines or vocations does this work lead? Brief talk.

Fourth Week.

First Meeting: Discuss serious readings.

- a. Show difference between humorous and serious.
- b. Follow plan similar to the one for humorous.
- c. Assignment: Find short serious reading.

Second Meeting.

- a. Work out serious reading in class.
- b. Interpretation of serious reading supplied by teacher. Read from copy.

Third Meeting.

- a. Reading of serious readings with criticism.
- b. Assignment: Study short reading you selected on Monday. Read from the copy.

Fourth Meeting.

- a. Reading of selections with criticism.
- b. Assignment: Read part selection from memory.

Fifth Meeting.

- a. Readings with criticism.
- b. Assignment: Work out criticism and read remainder of reading without book.

Fifth Week.

Aim: To acquaint student with formal element in expression. Voice. Body.

First Meeting.

- a. Discussion of voice:
 1. Pronunciation.
 2. Enunciation.A Laughing Song—pp. 45-46. Ev. of Expression.
- b. Assignment: Work on selection provided by the teacher, placing emphasis on formal elements.

Second Meeting.

- a. Work on preceeding assignment.
- b. Discussion:
 1. Vocal control.
 2. Breathing.
- c. Assignment: Study exercise supplied by teacher. (Exercise for vocal control and breathing.) Laughing Song.

Third Meeting.

- a. Discussion: Use of voice for portraying various emotions. Applicable to all forms of Public Speaking.
- b. Assignment: Exercises for portraying various emotion, provided by teacher.
 1. There little girl, don't cry. The Threstle—p. 37. Ev. of Expression.

Fourth Meeting.

- a. Discussion: The use of the body:
 1. As a whole.
 2. Parts.
- b. Assignment: Portray different attitudes with readings or lines supplied by teacher (definite).

Fifth Meeting.

- a. Work out the various attitudes.
- b. Assignment: Select a cutting or selection of about three minutes length. Must have conversation and portray character. Be prepared to read from the copy.

Sixth Week.

First Meeting.

- a. Read selections with criticism.
- b. Assignment: Read oration—suggestion, Mark Anthony's.

Second Meeting.

- a. Study form of an oration using Mark Anthony's and Brutus' or two other good available ones. Show good qualities and bad qualities.
- b. Assignment: Read part from book.

Third Meeting.

- a. Further discussion of oration under discussion:
 1. Meaning.
 2. Feeling.
- b. Read parts in class.
- c. Assignment: Commit definite parts to memory by means of frequent interpretation. Be ready on Friday.

Fourth Meeting: Discussion of oration writing.

- a. Requirement.
 - b. Plan of work.
 - c. Field of work.
 - d. Goal to be reached.
- Special credit given to one who wishes to write an oration.

Fifth Meeting.

- a. Parts of orations assigned on Wednesday.

Seventh Week.

First Meeting.

- a. General discussion of debate.
- b. Selection of simple subject or question.
- c. Organization of teams.
- d. Debate date set.
- e. Assignment: Work on debate question.

Second Meeting.

- a. Symposium according to plan of Bolenius. "The Teaching of Oral English," pp. 102-111—Impromptu.
- b. Assignment: Symposium of selected subject. Suggestions on page 111 of Bolenius. Class equally divided.

Third Meeting.

- a. Symposium.
- b. Select qualities that make a good debator:
 1. Formal: Voice, etc.
 2. Intellectual: Structure, Argument, etc.

- c. Select a subject. Take one side. Prove your point in two or three minutes. (Give list of subjects.)

Fourth Meeting.

- a. Oral talks.
- b. Assignment: Work on debate.

Fifth Meeting. Discussion of Salesmanship:

- a. What is Salesmanship?
- b. Field of work. Opportunities.
- c. Kinds:
 - 1. Selling an article.
 - 2. Selling an idea.
 - 3. Selling your service.
- d. What is a sale?
- e. Steps in making a sale.
- f. Assignment: Bring to class some article you wish to sell and sell it (sales talk) to the person you may select.

Eighth Week.

First Meeting.

- a. Sales talks.
- b. Discussion: "Selling your services."
Suggestion for teacher—Chap. XV, Gowin and Wheatley, "Occupations."
- c. Assignment: Apply for any position you may select. Choose your prospective employer now. (Divide class for two day work.)

Second and Third Meetings:

Applications. Use any extra time for work on debate.

Fourth Meeting.

The after dinner speech:

- 1. Qualities essential.
- 2. General plan.
- 3. Illustration.
- 4. Demand.
- 5. Assignment: After dinner speech according to definite plan.

Fifth Meeting.

- a. Assignment: Report on the school which offers the course you may wish to pursue (distribute catalogues).
 - 1. The course.
 - 2. Cost.
 - 3. Method of helping yourself.

Ninth Week.

First Meeting.

- a. School report.
- b. Method of procedure in school life.
- c. Assignment: Debate for Tuesday and Wednesday.

Second and Third Meetings.

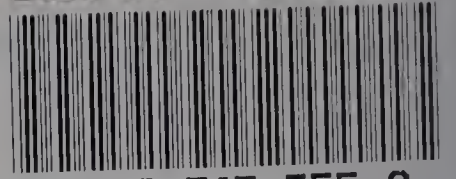
- a. Debates.
- b. Assignment: Oral talk (4 minutes) on some person who has been successful in some phase of Public Speaking work.
Suggestions for material:
 - 1. Magazines.
 - 2. Who's Who.
 - 3. Biography, etc.

Fourth Meeting.

- a. Reports on successful people.
- b. Advantages of Public Speaking.
- c. Disadvantage.
- d. Assignment: Write a theme on "What Public Speaking Should Do for Me."

Fifth and Sixth Meetings: X and XI.

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